REPORT RESUMES

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AN INVESTIGATION OF MEXICAN-AMERICAN MIGRANT CHILDREN POPULATION IN IDAHO AND THE EDUCATIONAL OPPORTUNITIES PROVIDED BY SELECTED SCHOOL DISTRICTS.

BY- SODERSTROM, JOAN

IDAHO STATE UNIV., POCATELLO, COLL. OF EDUCATION

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DESCRIPTORS- ATTENDANCE, BILINGUALISM, CULTURAL DISADVANTAGEMENT, CULTURAL DIFFERENCES, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL PROBLEMS, ENROLLMENT, LABOR CAMPS, *MEXICAN AMERICANS, *MIGRANT CHILDREN, *MIGRANT CHILD EDUCATION, MIGRANT WORKERS, MOBILITY, *MIGRANTS, SOCIOECONOMIC INFLUENCES,

IN IDAHO THE MAJOR INDUSTRY IS AGRICULTURE, REQUIRING THE EMPLOYMENT OF SEASONAL FARM LABORERS, WHO ARE PREDOMINANTLY AMERICANS OF MEXICAN AND SPANISH DESCENT FROM SOUTH TEXAS. THE CHILDREN OF THIS LABOR GROUP ARE CONFRONTED WITH GRAVE EDUCATIONAL PROBLEMS, SOME OF WHICH ARE--HIGH MOBILITY, LIMITED CULTURAL ENVIRONMENT, AND LANGUAGE DIFFERENCES. THE PURPOSE OF THIS STUDY WAS TO DETERMINE--(1) THE STATUS OF EDUCATION FOR THE CHILDREN OF THESE FAMILIES IN SOUTHERN IDAHO, AND (2) THE SPECIFIC SCHOOL DISTRICTS WITHIN SELECTED GEOGRAPHIC AREAS WHICH WERE AFFECTED BY THE MIGRATORY CHILDREN. THE DATA WERE COLLECTED THROUGH THE USE OF A QUESTIONNAIRE WHICH WAS ADMINISTERED TO THE SUPERINTENDENTS OF TWENTY-EIGHT SOUTHERN IDAHO SCHOOL DISTRICTS. AN EXTENSIVE REVIEW OF RELATED RESEARCH AND LITERATURE IS INCLUDED. THE FINDINGS REVEAL THE FOLLOWING--(1) THERE WERE ENOUGH MIGRANT CHILDREN IN SPECIFIC LOCATIONS IN SOUTHERN IDAHO TO WARRANT THE DEVELOPMENT OF EDUCATIONAL PROGRAMS APPROPRIATE TO THEIR UNIQUE NEEDS, (2) MORE COOPERATION WAS NEEDED AMONG THE VARIOUS AGENCIES DEALING WITH MIGRANTS AND THEIR PROBLEMS, (3) THE LACK OF AWARENESS ON THE PART OF SOME SCHOOL SUPERINTENDENTS CONCERNING MIGRANT CHILD EDUCATIONAL PROBLEMS, AND (4) THE EXACT NUMBER OF SCHOOL AGE MIGRANT CHILDREN COULD NOT BE DETERMINED FROM THE AVAILABLE DATA, BUT THE ESTIMATES COULD POSSIBLY SERVE AS A BASE TO BE VERIFIED BY A FOLLOW-UP STUDY. MASTER'S THESIS. (ES)

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Joan Soderstrom

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PREFACE

In retrospect, the investigator wishes to identify some problems which arose from this study. Since this was one of the first studies pertaining to the broad field of Idaho migrant child education, data relevant to the study were very limited or just not available. Among the many types of data that were insufficient were:

1. Exact number of school age children who accompany migrant workers.

2. Mobility patterns of specific migrant families, crews, and individuals in Idaho.

3. Precise ethnic origins of migrant individuals.

4. Accurate economic status of migrant families.

Considering the magnitude of the above, it was, of course, impossible for this investigator alone to obtain the much needed data.

It was the writer's intention to study and correlate the findings of related studies that might have had some bearing on the investigation. As the reader will note, these studies and findings reported herein are of limited, but of inferential use. Due to the limited nature of material on Idaho migratory workers, comparisons could not be accurately made with other states.

The writer was very much aware of global and theoretical models concerning mobility, issues of segregation, the distribution of power in our society, minority group prejudice, the broad category of the culturally deprived, social stratification, poverty, and other aspects of interpersonal relations. Any depth study attempting to isolate the problems accompanying migrant workers must take into consideration the above. However, for the sake of completing this project, certain delimitations had to be prescribed. Thus, the above are treated cursorily or omitted. This was intentional, since a thorough study of the above phenoma, as they pertain to Idaho migrant workers, would have been economically prohibitive to the writer.

The reader will also observe that certain methodological approaches proved to be somewhat inadequate in attempting to gain needed information. For example, it was impossible to validate the samples of the demographic data obtained from labor camps. Other data obtained were incomplete, such as the age data on migrant children accompanying their parents.

The survey undertaken with the twenty-eight selected school districts was limited in its use because of inadequate background data available. The survey was useful in pointing out the fact that the education of migrant children is a difficult problem for those school districts receiving migrant children.

From previous experiences in Idaho, the writer had assumed that the Idaho migrant "problem" was basically that of the Mexican-American. She was unable to collect the needed ethnic information to either substantiate or negate this assumption. The study clearly shows the grossly complex nature of the problem and the need for further intensive, empirical investigations. These investigations can be made only under the auspices of a large research oriented group, such as a regional educational laboratory or a university which would have the collective competencies needed in sociology, psychology, economics, social welfare, medicine, government, education, agriculture, and research design. Such a study would also need substantial fiscal resources.

The study pointed out the need to identify and define, more precisely, the terminology associated with the "hyphenated American". Exact descriptions of Mexican-American, Spanish-American, or Texas-American--terms often used interchangeably by the public--were almost impossible to locate. A thorough study into the problem might identify the sub-groups who are now treated more or less homogeneously in some areas as "migrant workers".

Joan Soderstrom
April, 1967

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CHAPTER I

INTRODUCTION

I. BACKGROUND OF THE PROBLEM

The problem of educating Mexican-American migrant children is one that has been with us for many years. Basic to the education of these children are the problems arising from the cultural and economic enviroment in which they subsist.

The parents of these migrant children semmingly live a nomadic life, with the winter months (December through mid-March) usually spent in the southern states, particularly Texas. Spring, summer and fall find them scattered across the northcentral and northwestern states, from Ohio and Wisconsin to Oregon and Washington. Families move from one agricultural area to another according to crop demands. However, their stay in any one locale is usually short, commonly a few weeks to a month or more. The type of crop, weather, and contract agreement generally determines their specific length of stay. Some workers come under prearranged contracts for a specific job and/or season, while others come on their own initiative. If working conditions are "good", many return to the same area or the same farm for consecutive years.

Socio-economic Problems

The migrant worker, in general, is at a very low socio-economic level in American society, perhaps the lowest. Wages are usually paid by piece work, and hourly wages are estimated to range from about 75¢ per hour to about $1.50 with, occasionally, wages going as high as $2.50 per hour. While weekly wages may seem to be reasonably "good", one must remember that there are weeks, or even months, when the migrant laborer is not working.

In 1958, a survey conducted in Oregon showed the average seasonal earnings for a migrant family to be $1750.[1] The most commonly paid hourly wage was found to be $1.00 per hour.[2] According to the Idaho Annual Agricultural Report for 1965 the average hourly wage was $1.15 per hour.[3] As of July 1, 1965 information concerning wages in Texas placed the average daily wage at $7.90 and the average hourly wage at 93¢. Average annual per capita wages for migrant workers were stated as being $900-1000 per year and average family annual income as being $4000-$5000 per year.[4]

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[1] Tom Current and Mark M. Infante, _And Migrant Problems Demand Attention_, (Salem, Oregon: Oregon Bureau of Labor, 1959), p. 95.

[2] _Ibid_., p. 199.

[3] Idaho Employment Security Agency, _Idaho Annual Agricultural Report_, 1965, (Boise, Idaho: Department of Employment, 1966), p. 19.

[4] Letter, Henry LeBlanc, Chief of Farm Placement, Texas Employment Commission, September 10, 1965.

Socially, the migrant apparently holds a very low status. In many areas he is an economic necessity and is welcomed only as long as there are crops to be tended. In the 1959 Oregon study made by Current and Infante it was mentioned that in some communities the police would "pick up" and jail migrant workers for very "flimsy" reasons as a means of encouraging the migrants to leave town.[1] In most communities migrant workers are tolerated as long as they are unobtrusive and "keep out of the way". However, a few communities do make an effort to help the migrants and to make them welcome in the area.

Educational Problems of Migrant Children

Among the chief problems in educating the children of migrant workers are: high mobility, limited cultural environment and language differences. By the nature of their migrancy the children are never in any one place long enough to complete a school year in one school. Although they may spend the winter months in one location, the fall and spring months may be spent in a number of different locations. The time spent in any one school may vary from two or three days to four or six weeks. Loss of school time seems to increase educational retardation. The 1959 Oregon survey indicated that an average of 70 percent of these children were not up to what is normally considered the "proper" grade level for age and that nearly 50 percent of them attended two or more schools.[1] This retardation compounds the problem because as the children become older they are more aware of their educational retardation, tend to give up, and quit school when possible. There is also no assurance that the child will be placed in a school when he arrives in a community. Furthermore, the low income level of the family encourages the father to hire out a child as a wage earner in the field, regardless of labor laws. The Oregon study suggested that probably only 52 percent of the school age children in a given area were actually in school.[2]

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[1] Current and Infante, op. *cit*., p. 117.

Cultural differences present other problems. The children belong to a national or ethnic group that differs in values and outlook from Americans.[3] The lower class Mexican-American tends to accept things as they are with little planning for the future.[4] The lowest class sees no advantage in education. The upper lower class shows some interest but primarily in achieving skills.[5] School is often a confusing place to the migrant child who is learning by means of a foreign language and in an environment where parents' teachings may be contradicted. Furthermore, competition plays a minor role in their culture and these children are sensitive about being put in a position where they may be open to ridicule.[1]

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[1] Ibid., pp. 47, 49-50 [2] Ibid. p. 56.

[3] William Madsen, Mexican-Americans of South Texas, (New York: Holt, Rinehart and Winston, 1964), pp. 15-23.

[4] Ibid., p. 17. [5] Ibid., pp. 31-32.

Another aspect to be considered is the cultural poverty of these children. Although they do "travel" extensively, it is not ordinarily considered to be of an educational nature. The children continue to live in the same type of environment whereever they go; the housing is the same, there is the same scarcity of activities that are normally considered to be educational or "broadening". The parents are usually indifferent to the education of their children. "What is the use?" seems to be a typical parental reaction. Part of this is no doubt a result of their long period of poverty. Both Harrington and Ragdikian[2] have pointed out some of the adverse psychological and physical effects of continued poverty.

In addition to problems associated with excessive mobility and cultural disadvantages there is the problem of bi-linqualism. Many migrant children never learn to speak English until they attend school. Spanish or a "Tex-Mex" dialect of Spanish is their native language and through it the children converse with their families and friends. English is a foreign language to them. Theodore Anderson, among others, has pointed out how the schools' failure to teach English as a foreign language and to also teach written Spanish has produced illiterates in both languages.[1] An Oregon report on special schools for migrant children indicated that the greatest retardation was in language arts.[2] The lack of effective communicative skills affects general scholastic retardation and eventually encourages dropping out of school.[3]

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[1] Ibid., p. 107.

[2] Michael Harrington, The Other America, (New York: The Macmillan Company, 1962), pp. 121-138; and Ben H. Bagdikian, In the Midst of Plenty, (Boston: Beacon Press, 1964), pp. 52-56.

II. STATEMENT OF THE PROBLEM

The purpose of this study was to determine: (1) the status of education for migratory children of Spanish-American or Mexican extraction in selected areas of southern Idaho, and (2) the specific school districts within selected geographic areas which are affected by the migratory children and approximately what times of the year the influx comes.

More specifically this study attempted to ascertain:

1. If public school superintendents are aware of some problems associated with educating migrant children.

2. Which of the selected geographical areas have the greatest number of migratory workers and relate these data

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[1] Theodore Anderson, "Why I Speack Spanich," Texas Foreign Language Association Bulletin, Vol. 5, No. 4, (Austin: University of Texas, December, 1963), p. 2.

[2] Ronald G. Petrie, Report on the Pilot Program for the Education of Migrant Children. (Salem, Oregon: State Department of Education, 1960), p. 27.

[3] *Ibid.*, p. 26.

to information received from district school superintendents regarding educational opportunity for migratory children in their districts.

3. Where might summer school or additional school opportunities be of value to children of migratory workers.

Limitations

The school districts selected for this study are those in southern Idaho which have Farm Labor Camps located within their boundaries. The list of camps was taken from "A Report on Idaho Migratory Labor Camps", Employment Security Agency, Boise, Idaho, October, 1963 and "Plan of Action", Farm Labor Service of the Department of Employment, State of Idaho, 1965. These camps and their locations are listed in Table I. The list of school districts was obtained from the "Idaho Educational Directory 1964-65". The districts are listed in Table II.

This study was limited to children of migratory workers of Spanish-American or Mexican extraction. This limitation was made because it was suspected from a preliminary investigation that this ethnic group constituted a large part of the migratory population in some areas in Idaho. Further, children of this ethnic group have educational problems which result, in part, from cultural and linguistic differences.

TABLE I

LIST OF FARM LABOR CAMPS BEING USED IN MIGRANT CHILDREN POPULATION STUDY*

Name of Camp	Worker Capacity Total	Address
Aberdeen Camp	105	Aberdeen
John Batt Camp	35	Parma
Ed Brady Camp	25	Wilder
Buhl Camp	135	Buhl
Burley Camp	360	Burley
Caldwell Camp	800	Caldwell
Emmett Camp	250	Emmett
Franklin Camp	170	Caldwell
Greenleaf Camp	45	Greenleaf
Hazelton Camp	100	Hazelton
Homedale Camp	250	Homedale
Huston Farm Camp	45	Caldwell
Hynes Camp	250	Paul
Idaho Golding Farms	25	Notus
Jerome Camp	140	Jerome
Kenyon Camp Amalgamated Sugar Co.	140	Burley
Kenyon Camp Utah-Idaho Sugar Co.	50	Burley
Marsing Camp	175	Marsing

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*This table is composed of information taken from both A Report on Idaho Migratory Labor Camps, (Boise: Employment Security Agency, October, 1963), and Plan of Action, (Boise: Farm Labor Service of the Department of Employment, 1965).

TABLE I (continued)

Name of Camp	Worker Capacity Total	Address
Melba Camp	45	Melba
Minidoka Camp	90	Minidoka
Murtaugh Camp	50	Murtaugh
Notus Hop Camp	30	Notus
Obendorf Camp	35	Parma
Parma Camp	220	Parma
Paul Camp	300	Paul
Payette Camp	100	Payette
Power Camp	125	American Falls
Rockford Camp	126	Pingree
Schlottman Camp	30	Parma
Sugar Company Camp	46	Preston
Sun Valley Camp	60	Wilder
Twin Falls Camp	800	Twin Falls
Upper Deer Flat Camp	125	Nampa
Weiser Camp	200	Weiser
Wendell Camp	70	Wendell
West Valley Camp	120	Wilder
Wilder Farms Inc.	80	Wilder
Wilder Camp	400	Wilder
Wilson Camp	440	Rupert

TABLE II

IDAHO SCHOOL DISTRICTS RECEIVING QUESTIONNAIRES REGARDING MIGRANT CHILD ATTENDANCE AND EDUCATION OPPORTUNITIES*

Aberdeen District 58, Aberdeen, Idaho

American Falls Jt. District 381, American Falls

Blackfoot District 55, 440 W. Judicial, Blackfoot

Buhl Jt. District 412, Box 632, Buhl

Caldwell District 132, 1515 Fillmore St., Caldwell

Canyon District 139, Route 4 Box 54J, Caldwell

Cassia County Jt. District 151, 220 E. 14th St., Burley

Eastside Jt. District 201, Preston

Emmett Jt. District 221, Emmett

Homedale Jt. District 370, Box 187, Homedale

Idaho Falls District 91, 150 N. Water St., Idaho Falls

Jerome Jt. District 261, 116 Third Ave. West, Jerome

Marsing Jt. District 363, Box P. Marsing

Melba Jt. District 136, Melba

Minidoka County Jt. District 331, Box 494, Rupert

Murtaugh Jt. District 418, Murtaugh

Nampa District 131, 1215 5th St. South, Nampa

Notus District 135, Notus

Parma District 137, Box 157, Parma

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*Idaho Educational Directory 1964-65, (Boise: Idaho State Department of Education, n.d.).

TABLE II (continued)

Payette Jt. District 371, Box 519, Payette

Pocatello District 25, 346 N. Garfield St., Pocatello

Snake River District 52, Route 2, Wilson Bldg., Blackfoot

Twin Falls District 411, 201 Main Ave. West, Twin Falls

Valley District 262, Eden

Wendell District 232, Box 307, Wendell

Weiser District 431, 320 E. Galloway, Weiser

Westside Jt. District 202, Dayton

Wilder District 133, Wilder

Definition of Terms

Migrant agricultural worker. A worker who does short-term or seasonal work moving from job to job, often across several states, and so maintains temporary residences.

Migrant children. The children of migrant workers.

Mexican migrant. The Mexican migrant is considered to be a permanent resident of the United States, of Spanish or Mexican descent, and a person who does not live permanently in one location. These migrant workers are sometimes referred to as Texas-Mexicans because they frequently spend part of the winter months in Texas.

Americans. White, English-speaking citizens of the United States who are not of Spanish or Mexican extraction or descent. Sometimes they are referred to as "Angelos" to differentate between the "English" whites and Spanish.

Farm labor camp. A camp (group of buildings) maintained by a group of farmers, by an individual farmer, or by a company such as a sugar company, to house migrant farm laborerers and their families while employed in the area or on the owner's farm.

Awareness. The term is used in this study to mean a definite and detailed knowledge of a given situation.

Annual Worker Plan. An employment service administered by the U.S. Employment Security Bureau. It pre-schedules agricultural workers into areas where their services will be needed according to the demands of agricultural employers.

III. RESEARCH PROCEDURES

Review of Related Research

A survey of related research and publications was made including selected studies and reports from the United States Government, Texas, Oregon, Wisconsin, and Idaho. The reports from Idaho included Agricultural Reports from the Idaho Security Employment Office and the reports of the Idaho Governor's Migratory Labor Committee.

Sources of Information

Particular sources of information were as follows:

1. Questionnaire to school district superintendents in areas selected for study. (See Appendix A for copy of questionnaire and cover letter).
2. Idaho State Department of Education officials;
3. Employment Security Office at Boise, Idaho;
4. Form, Migrant Attendance Report, sent to selected superintendents for recording the number of migrant children in the regular school session for the year 1965-66. (See Appendix B for copy of form); and
5. Questionnaire sent to Farm Labor Camp managers. (See Appendix C for copy of questionnaire and cover letter).

Methodology

Data concerning the number of migrant workers in selected areas were assembled from information obtained from the Idaho Employment Security Office in Boise. It had been planned to obtain the number of migrant workers for different periods or intervals from the labor camp managers for purposes of comparison and for more specific location of the workers, but this aspect of the research was not successful. Most of the camp managers apparently do not keep detailed records of the number of migratory workers and their families. Seven managers did respond, giving figures on camp population. The data that were received are reported in Chapter III. The areas selected for this report on migrant children were determined chiefly by the locations of the farm labor camps since they are usually built where there is a concentration of migratory workers.

A formula devised by the Employment Security Office for estimating the number of migrant children was originally planned to have been used in this study. This formula consisted of multiplying the number of workers by 0.42. Further investigation revealed, however, that this applied only to estimating children under fourteen. Since the Annual Worker Plan list the number of children under the age of sixteen, a new formula was computed by this investigator. When 474 of approximately 600 annual Workers Plans were analyzed, it was found that the number of children under age sixteen✓

equaled about 56 percent of the number of migrant workers. So, in estimating the number of children in various areas, the figure of 0.56 was used instead of 0.42.

By using the data on workers from the Employment Security Office and multiplying by 0.56, it was possible to make estimates of the number of migrant children in various areas for two week intervals, from April 1 to November 15. These data are reported in tabular form.[1] The peak periods, those periods of greatest influx, have been noted and listed separately.[2]

During the fall of 1965 a questionnaire was sent to selected Idaho school district superintendents asking questions regarding migrant child attendance, school census, educational opportunities and problems of migrant children in their school districts. (See Appendix A).

Accompanying the questionnaire was a form to record the number of migrant children who attended their respective schools for the fall and spring terms for the school year 1965-1966. On this form the superintendents were asked to record the number of such children, grade levels, and dates of entrance and withdrawal. These records were used to estimate the number of migrant children who were actually attending school and for what approximate periods of time. (see

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[1] See Table XIII, pp. 76-77

[2] See Table XIV, p. 80.

Appendix B for copy of the form and Table II for the list of school districts).

Analyzing Data

The data received from the responding school superintendents were summarized. The summaries present information relating to migrant child attendance, educational opportunities, and some of the problems as perceived by the responding superintendents. The information obtained from the Employment Security Office was used to determine the number of migrant children probably in given areas at specified times. The reasons for doing this were: (1) to make some comparison with the figures provided by the district superintendents and (2) to attempt to determine which areas contain numbers of children which might make summer schools or continuation of regular sessions feasible.

IV. JUSTIFICATION FOR THIS THESIS

As far as this investigator has been able to determine, there has never been an attempt, on a state-wide basis, to assess the migrant education situation in Idaho, nor any attempt to determine the number of migrant children within selected areas of the state. It would seem essential to have such information in order that the state of Idaho could better assist individual school districts to co-ordinate activities, improve curriculum and give financial aid.

It is the purpose of this thesis to provide such information to help improve the educational opportunities for migrant children.

V. ORGANIZATION OF REMAINDER OF THESIS

Material for Chapter II, "REVIEW OF RELATED LITERATURE", was drawn from reports and studies of agricultural migrants and migrant educational problems made in Oregon, Colorado, Wisconsin, California, and Texas. Other sources were U.S. Senate Subcommittee Hearings on Migratory Labor, and various State Committees on Migratory Labor. Selected publications by individual researchers and writers were also surveyed.

Chapter III, "FINDINGS", presents the data obtained from the forms and questionnaires sent to school districts and the data obtained from the Employment Security Office in Boise. Also included is the limited information received from the labor camp managers. The data presented in this chapter concerns school census and attendance, school educational facilities and costs, district needs in way of outside assistance, educational programs, and the number of migrant children in selected areas. Some of this information is in tabular form and some is in written summary form.

CHAPTER IV, "SUMMARY, CONCLUSION AND RECOMMENDATIONS", presents summaries and conclusions concerning the number of migrant children, their temporal and spatial patterns, and the status of migrant education in Idaho. Some recommendations are made for further study and action.

CHAPTER II

REVIEW OF SOME RELATED LITERATURE

Any serious attempt to develop educational programs for migrant children or to make adaptations in existing ones requires knowledge concerning the location of such children, their number, the time of year that they are present and for what duration. Since the spatial and temporal patterns of children belonging to migratory workers appear to be linked to the agricultural labor patterns of their parents, some understanding of migratory movements and their agricultural orientation is necessary.[1] The following brief survey of literature attempts to discuss some areas related to the problem being studied.

I. BACKGROUND OF AGRICULTURAL MIGRANT WORKERS

Movement of Mexicans into the Southwest

Various foreign immigrant groups have been a source of cheap labor at different times in American history. Because of geography, proximity, and economic conditions, it was easy for Mexicans to move into the Southwest. Several writers such as Carey McWilliams, Ruth Tuck, and Herschel Manuel have described some of the historical background leading to these movements.

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[1] Alfred M. Potts, 2nd, Providing Education for Migrant Children, (Denver, Colorado: Colorado State Department of Education, 1961), p. 100.

McWilliams described the early Spanish settlement of the Southwest, the conflicts that later arose between the Spanish descendents and the American settlers, and the resulting feelings of ill will that have since affected relationships between the two cultures.[1]

Ruth Tuck pointed out how political unrest in Mexico and economic development in southwest United States drew large numbers of Mexicans across the border. In the late nineteenth and early twentieth centuries, the building of railroads and the development of the mining industry attracted many Mexican workers. About 1910 a land boom began along several portions of the Rio Grande in conjunction with the development of extensive irrigation projects. The rapid growth of a prosperous agricultural region which specialized in crops such as vegetables, citrus fruit, and cotton further increased the demand for manual labor.[2]

According to Manuel, the Spanish-speaking population in the Southwest increased from 23,000 in 1790 to 3.8 million in 1960. From 1921 to 1930 approximately 500,000 Mexican nationals immigrated into the Southwest. During the

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[1] Carey McWilliams, North from Mexico; The Spanish-Speaking People of the United States, (New York: Lippincott, 1948, pp. 81-208.

[2] Ruth Tuck, Not with the Fist; Mexican Americans in a Southwest City: (New York: Harcourt, Brace and Company, 1946), pp. 56-60.

Depression years the number of immigrants decreased, reaching a low of 22,319 for the decade 1931-1940. However, during 1951-1960 the number of Mexican immigrants rose to 299,811. In the year 1960-1961, there were 41,632 such immigrants. Individual states receiving the largest numbers of immigrants in 1961 were: California 22,484; Texas 11,103; Illinois 2,463; Arizona 2,274. The other immigrating Mexicans were scattored throughout different states.[1]

In Texas most of the immigrants settled in inhabitable counties adjacent to the Mexican border. (See Figure 1 for sketch map of south Texas). For example, in 1950 the percent of the population that was of Mexican origin in some Texan border counties was as follows: Cameron 64.8 percent, Hidalgo 84.7 percent Maverick 73.6 percent, and Webb 84.7 percent. Of the Mexican population in these counties the following percent had been born in Mexico: Cameron 26.3 percent, Hidalgo 31.1 percent, Maverick 34.2 percent and Webb 24.3 percent.[2]

The pattern of immigrant movement and concentration of Mexicans into relatively few areas have implications for the northern states receiving migratory workers from the Rio Grande region, as has been pointed out by Manuel.

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[1] Herschel T. Manuel, Spanish-Speaking Children of the Southwest, Their Education and the Public Welfare, (Austin, Texas: University of Texas Press, 1965), pp. 17-19.

[2] Tuck, op. cit., pp. 303-307.

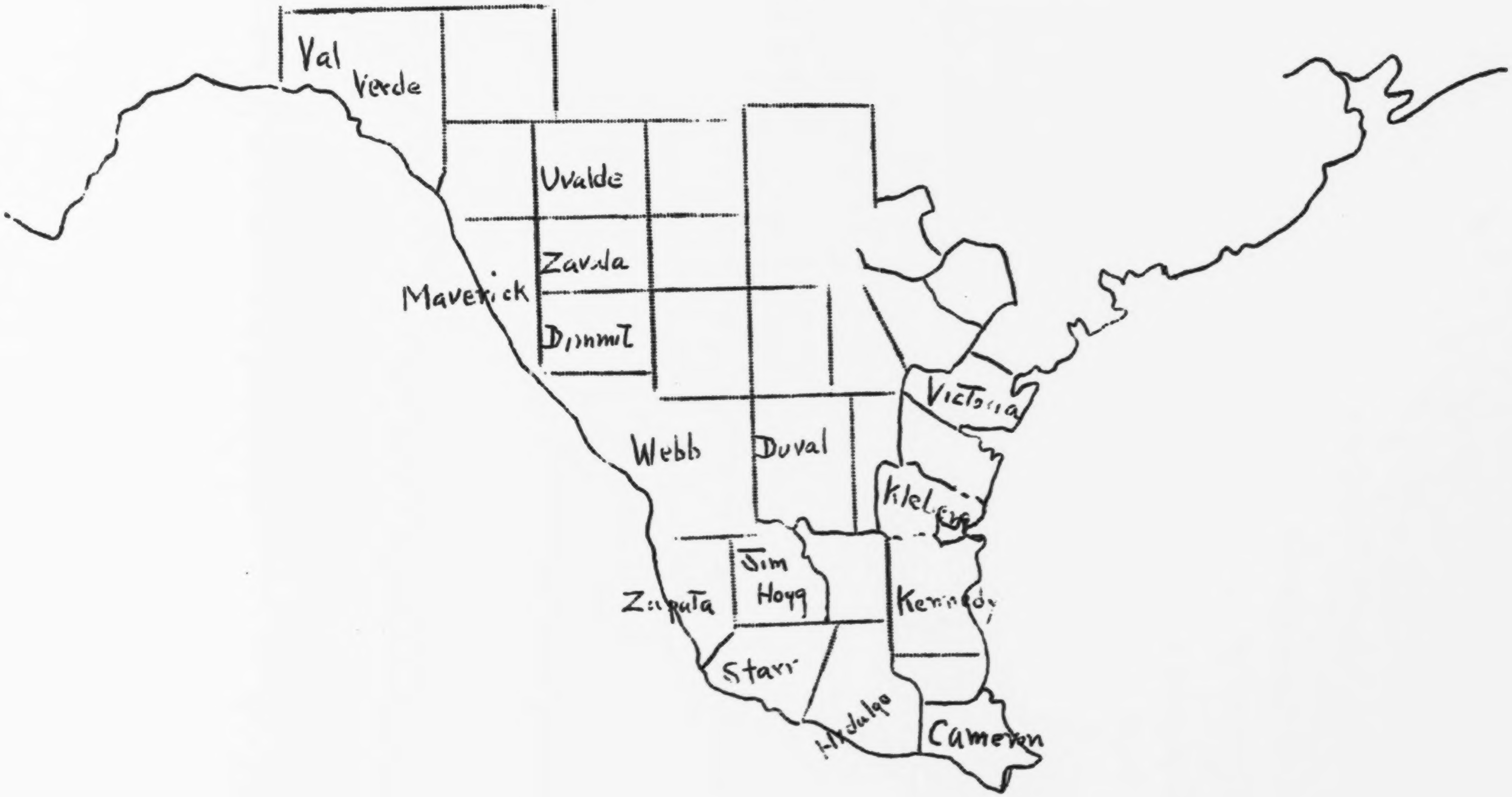
Val Verde
Uvalde
Zavala
Maverick
Dimmit
Webb
Duval
Victoria
Kleberg
Jim Hogg
Zapata
Kennedy
Starr
Hidalgo
Cameron

FIGURE 1

MAP OF SOUTH TEXAS SHOWING SOME COUNTIES WITH SPANISH-AMERICAN OR MEXICAN POPULATION

Manuel wrote:

> The year-by-year addition of an immigrant population to the resident Spanish-speaking population, together with geographical continuity of the Southwest and Mexico, is a condition of great significance to education and the public welfare. For an indefinite future this area will have a large first generation and second generation of Spanish-speaking immigrants.[1]

Saunders also noted this tendency to concentrate in specific areas, and, in addition, to live in separate communities. He described the community as . . .

> an area with somewhat substandard housing, facilities and services, inhabited largely or entirely by a Spanish-speaking population, and to some extent cut off from the surrounding Anglo population by some combination of physical, psychological, and social barriers. [2]

Saunders further discussed four factors tending to retard acculturation: (1) the proximity to Mexico which tends to reinforce the native culture, (2) segregation-enforced or voluntary--which decreases contact with Anglos, (3) lack of leaders, and (4) an attitude of suspicion and mistrust which reduces the opportunities for co-operation with Anglos.[3]

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[1] Manuel, op. cit., p. 19.

[2] Lyle Saunders, Cultural Difference and Medical Care. The Case of the Spanish-Speaking People of the Southwest, (New York: Russell Sage Foundation, 1954(, p. 68.

[3] Ibid., pp. 87-92.

Entrance into the Migratory Stream

"Migrant workers do not become poor because they work in agriculture; rather they become migrant because they have already become poor," stated one writer in a report of the President's Committee on Migratory Labor.[1] Poverty may well be considered a major cause of migrancy; for, a lack of jobs in their immediate area and accompanying low wages force the Texas Mexicans to look for work elsewhere. The population pressure of both immigrants from Mexico and the "wetbacks" (people who cross the border illegally), the tendency to concentrate in specific geographic areas, and the competition with bracero labor[2] have tended to force many Texas Mexicans into the migrant labor streams.

The actual number of "wetbacks" is difficult to determine, but it has been estimated that in 1946 at least 100,000 crossed the border into the United States. In that particular year many of the "wetbacks" who entered Texas were finally given work contracts at the wage of 25 cents per hour instread of being deported immediately. They were supposed to return to Mexico when the contracts expired. However, in

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[1] President's Committee on Migratory Labor, Report to the President on Domestic Migratory Farm Labor, (Washington, D.C.: U.S. Government Printing Office, 1960), p. 24.

[2] The term "bracero" refers to a Mexican agricultural laborer brought into the United States under a special agreement with the Mexican government. Theoretically this labor is imported only when there is a domestic agricultural labor shortage.

1950 the U. S. Immigration officials deported 565,000 Mexicans who had crossed the border illegally in search of work.[1]

During World War II contract labor, known as bracero labor, was brought in from Mexico. In August 1942 the U.S. Government signed an agreement with Mexico which was followed by Public Law 45 in April 1943.[2] The law established standards for housing, wage levels, and conditions under which the men would work. When Public Law 45 expired, it was supplanted by Public Law 78 in 1951.

The peak years for bracero labor were from 1956 through 1959 when over 400,000 workers were brought into the United States annually. Although California received the majority of the braceros, many were under contract to work in Texas. Other states using bracero labor were Arizona, Colorado, Michigan, and Arkansas. Public Law 78 was allowed to expire December 31, 1964.[3]

A reason for opposing the bracero program was expressed in U.S. Senate hearings when the Subcommittee stated, "There can be no doubt that the availability of a large reserve of foreign labor depresses the wage scale of domestic workers."[1] At that time the agricultural wage in Texas for domestic workers was about 50 cents per hour.

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[1] John H. Burma, Spanish-Speaking Groups in the United States, (Durham: Duke University Press, 1945), pp. 44-45.

[2] President's Commission on Migratory Labor, Migratory Labor in American Culture, (Washington, D.C.: U.S. Government Printing Office, 1951), p. 37.

[3] U.S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, The Migratory Farm Labor Problem in the United States, Pursuant to Res. 290, Report No. 155, 88th Congress, 2nd Session, (Washington, D.C.: U.S. Government Printing Office, April 8, 1965), pp. 17-20.

A problem posed by having a reservoir of cheap labor in Mexico was expressed in Senate Hearings in 1965.

> With an inexhaustible supply of alien workers at our very borders we find, conversely, that the terms and conditions of employment offered domestic workers not only remain static, but in many cases are less favorable than those offered domestic workers in areas where no alien workers are employed.[2]

It would appear that competition with cheap labor and a depressed wage situation have been important factors in pushing the Texas Mexicans into the migrant agricultural labor stream.

The Migrant Streams

Migratory workers move in definite patterns or paths called "streams", of which there are four main ones. From east to west, the first is along the east coast of the United States, from Florida north through the Atlantic coastal states. There are approximately 50,000 workers involved, most of which are Negro. Some migrants do come from Texas, but these are a minority. In addition, there are contract workers from Puerto Rico and the British West Indies.

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[1] U.S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, *The Migrant Farm Worker in America: Background Data on the Migrant Worker in the United States Today*, 86th Congress, 2nd Session, (Washington, D.C.: U.S. Government Printing Office, 1960), p. 11.

[2] U.S. Congress, The Migratory Farm Labor Problem in the United States, 1965, *op. cit.*, pp. 20-21.

The second or mid-continent stream originates in Texas, fanning out east and west, moving into the north-central and northwestern states. The workers who follow this stream are almost entirely Mexicans from Texas. In 1960 there were approximately 75,000 workers involved in this stream.

The third stream involves the movement of workers, again mostly Mexican, across the Southwest through Texas, New Mexico, Arizona, and California primarily for the cotton harvest. The fourth stream follows the Pacific coast from southern California up through the Pacific coastal areas to Washington.[1]

The exact number of all migratory workers is not possible to obtain, but estimates generally approach one-half million. In 1963 at hearings before the Senate Subcommittee on Migratory Labor the total number of migratory workers was estimated to be approximately 460,000.[1] This figure, however, does not include individuals who may accompany the workers. At the same hearings it was stated that there were about 415,000 children under the age of 14, and that 49,000 children in the 10 to 13 age group did at least some agricultural work along with their parents.[2]

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[1] U.S. Department of Health, Education and Welfare, Social Security Administration, Children's Bureau, Children in Migrant Families, A Report to the Senate Committee on Appropriations, 87th Congress, 1st Session, (Washington, D.C.: U.S. Government Printing Office, 1961), pp. 8-9.

Most of the migrant workers come from sections of the southern United States. As a source of migratory labor Texas leads all other states in the number of migrant individuals (workers and family members) and in the number of states it supplies with workers. According to figures for 1964, a total of 104,187 individuals migrated from Texas to 30 different states. Most of the migrants were Texas Mexicans.[3]

The Migrant in Agriculture

The 1960 Report of the President's Committee on Migratory Labor pointed out the complexity of the problems concerning migrants and how some of these problems cannot be completely divorced from the problems in agriculture. The Committee Report stated, "The same scientific'revolution' that has created problems for agricultural producers has also created problems for agricultural labor."[1]

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[1] U.S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, Hearings on S. 521-S. 526, Bills relating to various migratory labor problems, 88th Congress, 1st Session, (Washington, D.C.: U.S. Government Printing Office, 1963), p. 52.

[2] Ibid.

[3] Texas Employment Commission,"Migration 1964: Texas Crews," (Austin: The Commission, April, 1965), p. 1. (Mimeographed).

Agriculture has changed from a self-sufficient, diversified, family farm type operation to a highly mechanized, specialized, commercial one. As a part of the struggle to meet rising costs and to increase productivity, there has been a trend toward farm consolidation with the number of farms decreasing, but becoming larger. Improved seeds, use of chemicals and fertilizers, improved farming techniques, and extensive mechanization have all helped the farmer increase his yield while simultaneously reducing labor requirement.[2] Tables III,IV, and V indicate some of the changes that have taken place in farm size, increase in output per man hour, mechanization, in crop production, and decrease in labor.

In regard to agricultural labor in general and migrant labor in particular, the resulting problems of these agricultural changes have been basically fewer job opportunities and sporadic employment. Mechanization has been a major factor in decreasing manual labor needs. Specialization, particularly

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[1] President's Committee on Migratory Farm Labor, 1960, op. cit., p. 3.

[2] U.S. Congress, The Migrant Farm Worker in America, 1960, op. cit., pp. 4-6.

TABLE III

U. S. FARMS ACCORDING TO ACREAGE, NUMBER AND PERCENT DISTRIBUTION OF ALL LAND AND OF CROP LAND FOR THE YEARS 1940 and 1959

Farm size Acres	1940	1959	Percent Distribution-1959 Number of farms	All land in farms	Crop land harvested
Under 10	506,402	240,733	6.5	0.1	0.1
10 to 49	1,780,260	811,202	21.9	1.9	2.9
50 to 99	1,047,801	657,685	17.8	4.3	5.8
100 to 179	1,309,741	772,241	20.8	9.4	15.0
180 to 259	486,336	414,373	11.2	8.0	13.8
260 to 499	458,787	471,396	12.7	14.8	25.1
500 to 999	163,694	199,965	5.4	12.3	17.3
1000 and over	100,531	136,299	3.7	49.2	19.9
Totals	5,415,852	3,703,894	100.0	100.0	99.9

Source: U.S. Bureau of Census, Statistical *Abstract of the United States: 1965*, (Washington, D.C.: U.S. Government Printing Office, 1965), Table No. 874, p. 614.

TABLE IV

NATIONAL DATA ON AGRICULTURAL LABOR, OUTPUT PER MAN-HOUR, AND FARM IMPLEMENTS FOR SELECTED YEARS*

	1940	1947	1964
Hired workers[a]	2,679,000	b	1,604,000
Output per man hour (1957-59-100)			
Agriculture	b	50.2	134.4
Manufacturing	b	75.1	119.7
Value of farm implements	$3,060,000,000	b	$24,082,000,000

*Source: U.S. Bureau of the Census, Statistical Abstract of the United States: 1965, (Washington, D.C.: U.S. Government Printing Office, 1965), Table No. 328, p. 243; Table No. 318, p. 236; and Table No. 914, p. 639.

[a] The estimated number of hired workers for 1965 was 1,327,000.

[b] Not reported.

TABLE V

YIELDS PER ACRE OF SELECTED CROPS IN THE UNITED STATES FOR SELECTED YEARS*

Crop	1936-40 (average)	1964
Wheat	13.8 bu.	26.2 bu.
Corn	26.8 bu.	62.1 bu.
Potatoes(Irish)	73.4 cwt.	185.8 cwt.
Cotton	239.0 lb.	524.0 lb.
Sugar beets	12.2 short tons	16.6 short tons

*Source: U.S. Bureau of the Census, Statistical Abstract of the United States: 1965, (Washington, D.C.: U.S. Government Printing Office, 1965), Table No. 933, pp. 651-652; and Table No. 954, p. 666.

in row crops such as vegetables, sugar beets, and in fruits, has placed the farmer in the position of requiring workers for periods of short duration. Hence, the laborer is seldom on any one job for any length of time.[1]

A report from the 1951 President's Commission on Migratory Labor pointed out some of the changes that have taken--and are still taking--place in productivity and employment. From 1940 to 1949 agricultural production increased 27 percent while at the same time the farm labor force decreased 5 percent.[2] Despite the decrease in the farm labor force, the change in the number of migratory workers has been slight. As an occupation, farm labor decreased 34 percent from 1950 to 1963; yet the number of migratory workers decreased only 4 percent during the same period.[3]

There has been not only a decrease in the number of farm workers, but also a decrease in the number of days or months per year during which the agricultural laborers work. In the early 1930's approximately one-half of all agricultural workers were employed 12 months of the year. By 1950 this number had dropped to 20 percent. In 1931 70 percent of the farm employees worked for as long as 8 months of the year. By 1949 the number had decreased to 40 percent.[1]

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[1] U.S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, The Migratory Farm Labor Problem in the United States, Report No. 167, 87th Congress, 2nd Session, (Washington, D.C.: Government Printing Office, May, 1963), p. 1.

[2] President's Commission on Migratory Labor, 1951, op. cit. pp. 8-9.

[3] U.S. Congress, The Migratory Farm Labor Problem in the United States, 1965, op. cit., p. 331.

The trend toward fewer days per year of employment in agriculture is an indication of "under-employment".[2] This is a situation of rather great magnitude, particularly among migrant farm workers, since under-employment is a factor in causing migrancy.[3] Short term jobs tend to force a worker to look elsewhere for more employment.

In addition to the short working periods during harvest, there is also an interruption in the flow of work due to partial mechanization. Migrant workers depend upon a series of crop activities to extend their working period as long as possible. If one or two crop activities become mechanized in an area where they work, the number of work days is out. This situation also causes farmers some problems because the migrant workers are not apt to stay the full season, but go in search of better work elsewhere. Further, fewer laborers are apt to return for ensuing years, thus, causing a local labor shortage among farmers who need the migrant labor.[1]

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[1] President's Commission on Migratory Labor, 1951, _op_. _cit_., p. 10.

[2] Under-employment is a situation in which an individual has insufficient, continuous employment and is employed for less than full time (40 hours per week) , or is employed below his skill capacity or level. The situation may be caused by the work being spread among too many people, by loss of time between jobs, by inadequate training, or lack of skills.

Unemployment is currently without work.

[3] President's Commission on Migratory Labor, 1951, _op_. _cit._, pp. 30-31.

Some comparisons have been made between unemployment and under-employment for workers in general and for agricultural workers. During 1962 the unemployment rate for the general labor population was 5.6 percent; for agricultural labor it was 7.3 percent. The under-employment rate for the general population was 4.8 percent while for farm labor it was 9.5 percent.[2]

Another agricultural labor problem affecting the migrant is the decreasing demand for unskilled labor and the corresponding need for skilled or semi-skilled labor. This point was stressed at both the Third and Fourth Annual Conferences in California regarding migrant problems. The job opportunities for the unskilled are rapidly diminishing.[1] McCollum's survey of job opportunities in Malheur County, Oregon stressed the need for education and the development of vocational skills for the Latin or Mexican groups in order to meet the changing needs in agricultural labor.[2]

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[1] Oregon State Employment Service, Post-Season Farm Labor Report: 1964, (Salem, Oregon: Department of Employment, n.d.), no pagination, approx. page 7.

[2] U.S. Congress, The Migratory Farm Labor Problem in the United States, 1963, op. cit., p. 1.

In view of these various agricultural labor problems, it would seem essential to develop educational and technical programs which would improve the economic status of the migratory worker.

Annual Worker Plan

An attempt which was made to establish more stability and continuity of work for agricultural laborers resulted in the development of the Annual Worker Plan as a part of the Employment Security Agency Farm Labor Services. The Plan was first introduced in 1949 in the Eastern United States with 10 coastal states participating. By 1954 some 33 states had joined and by 1958 most of the states participated in this Plan. The purposes and results of the Annual Plan were described at hearings before the Subcommittee on Labor and Labor-Management Relations in 1952. The objectives of the Plan were:[1]

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[1] Governor's Advisory Committee on Children and Youth, Third Annual Conference on Families Who Follow the Crops. Visalia, California, March 1 and 2, 1962, (Sacramento, California: The Committee, June 8, 1962), p. 7: and Fourth Annual Conference on Families Who Follow the Crops, Bakersfield, California, Feb. 27-28, 1964, (Sacramento, California: The Committee, May 20, 1964), p. 11.

[2] Earl McCollum, Malheur Project: Opportunities and Needs of the Malheur Area, (Ontario, Oregon: Treasure Valley Community College, 1965), pp. 20-23.

1. To provide pre-season information of labor demand in areas requiring out-of-area and out-of-state labor and arrange these employer orders in such a way that recruitment of individuals and crews of migratory workers can be scheduled to provide continuity of employment.

2. To assure throughout this system of pre-season scheduling an adequate labor supply to employers.

3. To insure a series of employment commitments to the migrant worker before he leaves his home.

4. To provide maximum utilization of the migrant labor force to increase its earnings.

Representatives from the Employment Security Offices of various hiring states, with their farmers' labor requirements or orders, go to Employment Security Offices in the southern migrant supply states. There the E.S.O. representatives meet migrant crew leaders and plan work schedules for future jobs which these crew leaders contract to accomplish. Crew leaders are provided with information as to wage rates, working and living conditions, transportation, and crop prospects in the hiring states. All agreements made through this process are voluntary.

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[1] U.S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, A Bill to Stabilize the Domestic Farm Labor Force, Vol. II, Migratory Labor Hearings on S. 1129, 87th Congress, 1st and 2nd Sessions (Washington, D.C.: U.S. Government Printing Office, 1962), p. 811.

The Work Schedules (ES-369)[1] which are arranged with the crew leaders provide detailed information as to the number of workers, person, and families in the group; the number of males and females, over and under age 16; and the actual number of workers. The schedule of jobs indicates the approximate date when the crew will be in specified geographic areas to work. Some schedules also contain specific locations to be worked.

During the 1962 Senate Subcommittee Hearing some difficulties and uncertainties involved in the Plan were pointed out. One difficulty has been to predict the precise number of workers who would be needed several months in advance and then of being certain that the specified number of workers would arrive as scheduled. The weather and the crops themselves also add to the unpredictability of certain facets of the Plan. Too, crop activities overlap at times, i.e., a crop harvest does not stop promptly when another is about to begin.[2]

On the whole, however, the Annual Workers plan has been considered successful by the farm Labor Service of the Employment Security Office, particularly as more workers and employers made use of it. By 1964 a large majority of migrant workers were making use of the Plan to obtain their job commitments. In 1964, out of a total of 104,187 migrant individuals from Texas, primarily Texas Mexicans, 96,153 were listed on various Work Schedules.[1] Attempts to improve employment possibilities require the cooperation of many individuals, agencies, and states. Each state seems to have its own specific agricultural labor problems which involve co-operative efforts both within and without the state.

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[1] See Appendix D for samples of Form ES-369 with fictitious work commitment schedules. These schedules show three typical work patterns of migrant workers in Idaho.

[2] U.S. Congress, *A Bill to Stabilize the Domestic Farm Labor Force*, *op. cit.*, p. 811.

II. AGRICULTURAL MIGRANTS AND THEIR CHILDREN IN IDAHO

Idaho Agricultural Crops and Labor

Agriculture is, at present, Idaho's major industry with an estimated gross value in 1964 of $559, 171,000. In comparison with other states, according to an Idaho "Plan of Action" summary, Idaho ranks high as a crop producing state. It competes with Maine for first place in potato production, ranks second in sugar beet production, third in alfalfa seed, dry beans and barley, and fourth in hop and spring wheat production.[2]

Idaho's relatively sparse population and the raising of row crops requiring periodical and extensive labor care present agricultural labor problems. In a survey made in 1957, it was estimated that 63 percent of the labor force requirement could not be met locally. At that time over 8,000 part-time workers were brought into the state.[1] In 1964 the "Plan of Action" reported that for that spring there were 9,158 interstate workers out of a total force of 16,243 farm workers. In the fall of 1964 there were 5,425 interstate workers out of a total force of 17,480.[2]

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[1] Texas Employment Commission, "Migration 1964: Texas Crews", (Austin, Texas: The Commission, May, 1965), p. 1.

[2] Idaho Department of Employment, Farm Labor Service, Plan of Action, (Boise, Idaho: The Department, 1965), p. 1.

The 1966 "Texas Migrant Labor"[3] report states that Idaho was the fourth highest user of Texas migratory labor (Michigan, Ohio, and Wisconsin were the top three) and that a total of 14,450 individuals were known to have migrated to Idaho in 1965. According to the Texas report this figure would be increased by 8 percent if one were to include the estimated number of "free-wheelers".[4]

The Idaho Farm Service maintains records showing employment periods, peak dates, and the number of individuals involved in the high labor-using crops. These figures are presented on Table VI. Peak employment figures are given for both 1964 and 1965. It will be noted that figures vary from year to year with peak dates also changing. Weather, crop conditions, and planted acreage cause much of this fluctuation. The crops listed represent nearly half of Idaho's total agricultural gross value, or approximately $240,540,000. Table VII lists the important crops requiring extensive pre-harvest labor, average periods of employment, peak dates, and the number of workers hired during the peak periods.

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[1] _Migrant Health Project, Lower Snake River Valley, Idaho and Oregon_, May 21-September 15, 1955, U.S. Department of Health, Education and Welfare, Division of Special Health Services, Public Health Service, Region VIII.

[2] _op. cit._, Plan of Action, 1965, p. 1.

[3] The Good Neighbor Commission of Texas, "Texas Migrant Labor", (Austin, Texas: The Commission, 1966), part 5, p. 1.

[4] Free-wheelers are migratory farm workers who obtain employment without the services of the employment office at their point of departure. They usually make their own contacts regarding employment.

The Annual Agricultural Reports for 1964 and 1965 reviewed the process of mechanization taking place in Idaho. Sugar beet harvesting has been mechanized for several years. The potato harvest is now about 90 to 95 percent mechanized. Combines have been used for harvesting green peas in the Burley area and were introduced in 1964 into the Preston area, another heavy producing area, with the harvesting predicted to become mostly mechanized by 1965. The harvesting of lima beans is becoming mechanized also. The 1964 bean harvest required 61 percent fewer workers than the 1963 harvest.[1]

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[1] Idaho Employment Security Agency, Idaho Annual Agricultural Report, ES-225, 1964, (Boise, Idaho: The Agency n.d.), 10-11; and Department of Employment, Idaho Annual Agricultural Report, ES-225, 1965, (Boise, Idaho: The Department, n.d.), pp. 8-9.

TABLE VI

IMPORTANT LABOR-USING CROPS, RANGE OF HARVEST EMPLOYMENT PERIOD, PEAK DATE AND NUMBER OF WORKERS FOR THE STATE OF IDAHO, 1964 and 1965

Crops	From	To	Peak Date	Estimated Number of Workers for years 1964	1965
Potatoes	July 30	Oct. 31	Oct. 14	10,875	9,165
Sugar beets	Oct. 1	Nov. 15	Oct. 28	3,090	3,180
Hops	Aug. 15	Sept. 15	Sept. 16	825	750
Hay	May 30	Oct. 15	July 15	2,506	2,550
Green peas	June 15	July 15	July 1	500	350
Cherries	June 15	Aug. 1	July 15	1,646	2,065
Seed corn	Sept. 30	Oct. 31	Oct. 14	175	80
Onions	Aug. 15	Oct. 15	Sept. 16	870	1,135
Prunes (Plums)	Aug. 15	Sept. 30	Sept. 16	1,005	1,110
Apples	Sept. 15	Oct. 30	Oct. 14	1,300	1,120

Source: Employment Security Agency, Idaho Annual Agricultural Report, 1964 p. 30; and Idaho Annual Agricultural Report, 1965, p. 29.

TABLE VII

IMPORTANT CROPS USING PRE-HARVEST LABOR, PERIOD OF EMPLOYMENT, AND PEAK EMPLOYMENT OF WORKERS FOR THE STATE OF IDAHO, 1964 AND 1965

Crop	Period of Employment		Peak Dates	Estimated Number of Workers	
	From	To		1964	1965
Potatoes	April 15	Aug. 30	May 27 and July 29	2,015	1,885
Sugar Beets	May 1	Aug. 1	June 17	9,665	8,590
Hops	April	June 30	April 29	850	700
Onions	May 15	July 1	*	*	*

Source: Employment Security Office, Idaho Annual Agricultural Report, 1964, p. 30; Department of Employment, Idaho Annual Agricultural Report, 1965, p. 29; and Department of Employment, Idaho Plan of Action, 1965, p. 7.

*Information not given.

Despite the trend in reduction of manual labor, the over-all state labor requirements have not dropped noticeably. The 1964 Agricultural Report noted that the increase in farm acreage through the reclamation of land is, so far, offsetting any labor reductions, and the Report further stated that more workers were actually needed in Idaho. The desert land reclaimed during 1964 amounted to 29,000 acres. In addition 28,000 acres of unused land were returned to production during that same year.[1] For the immediate future, i.e., the late 1960's, the Idaho Farm Service does not see any appreciable drop in the need for migratory labor in the state although individual geographic areas may have varying demands.[2]

Thus, Idaho remains a state which may continue to receive a sizeable number of migratory workers and their accompanying families. It would seem safe to assume that migrant children will also accompany the workers, appearing in many areas where the children will present an educational challenge and problem to some school districts.

Migrants in Idaho

Studies or reports concerning migratory workers and their families in Idaho have been few, the majority having been made by the Idaho Governor's Migratory Labor Committee.

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[1] Ibid., (1965), p. 7.

[2] Ibid., (1964), p. 9.

The various reports have been confined, for the most part to health and to living conditions in labor camps with some supplementary discussion of wages and of education for the children of the migrant workers.

One of the first status studies was made in 1955 when the states of Idaho and Oregon co-operated with the U.S. Public Health Service and other federal agencies to assist in conducting a health project for migrant workers and their families. The project demonstrated, among several things, the practicability and need for using mobile health clinics for bringing protective health services to the labor camps.[1] This project, which lasted only one year, was apparently influential in the establishment of a housing and sanitation code for migratory labor camps in Idaho later in 1959. In summarizing background information for this survey the project reported that there were over 8,000 migrant workers and 13,000 to 13,500 migratory individuals in Idaho that year. Approximately 80 percent were from Texas, 10 percent Navajo Indians, and the remaining 10 percent were individuals from other western states.[2] Of the 3,868 individuals interviewed by members of the health project, it was found that 2,889, or approximately 66 percent, of the sample originated in Texas. It was also found that 73 percent of the individuals from Texas were from Hidalgo and Maverick counties.[1,2] The study made an analysis of age groups--under 15 and 15 years or older. In the Texas group the individuals under age 15 constituted 45.7 percent of the total group.[3]

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[1] *Migrant Health Project, Lower Snake River Valley, Idaho and Oregon, 1955, op. cit.*, pp. 110-112.

[2] *Ibid.*, p. 4.

The Idaho Migratory Labor Committee, formed in 1955, has issued a series of reports on living conditions in migrant labor camps and other topics relevant to the migrants. The first Committee Report (1957) reviewed the migrant labor situation. It pointed out that agriculture employed 28 percent of the state's total labor force and that most of the workers were interstate migrants from Texas. On May 31, 1957 it was estimated that there were 4,700 Texas-Mexicans working in the state. There were 320 from California and about 360 from other western states.

The Committee noted that Idaho had no regulations regarding the transportation of workers and no organized health program. The Committee summarized some of the educational needs of migrant children and briefly described the special workshop on migrant education held at the College of Idaho in 1957. This was a joint program

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[1] *Ibid.*, Appendix A, Tables 4 and 5.

[2] See map of southern Texas (Figure 1, p. 21) for county locations.

[3] *Migrant Health Project, Lower Snake River Valley, Idaho and Oregon, 1955*, *op. cit.*, Appendix A, Table 4.

sponsored by the College of Idaho, the Idaho State Department of Education and the National Child Labor Committee. The main purpose of the workshop was to familiarize teachers with migrant child educational problems. The Migratory Committee recommended that there be further and more intensive study of migrant educational problems in Idaho.[1] To this investigator's knowledge this does not seem to have been accomplished.

In 1959, W.L. Robinson, the Idaho Labor Department representative on the migratory committee, issued a brief report of a survey of migrant workers in selected areas of Idaho. The survey was conducted in six labor camps and included 839 individuals--436 workers and 403 non-workers. There was a total of 379 children reported, but it was not clear in this report whether any of them were included in the count of non-workers. The report contained miscellaneous statistics on such topics as family composition, ability to speak and write English, and time spent in Idaho.

Of 151 families interviewed the average number of workers per family ranged from 2.4 to 3.3. The range in average number of non-workers was 2.0 to 3.5. These families averaged 1.1 children to 1.5 (6 to 13 years old) per family. The average for children under 6 years of age was 0.6 to 1.8. Of the children in the 6 to 14 age bracket 58.9 percent were able to speak English. From interviews with 307 individuals, 14 years or older, it was determined that 71.9 percent had at least a limited ability to speak English and 46.3 percent could read some English. The extent of these skills was not elaborated on in this report. In regard to the time spent in Idaho, it was found that 61 percent of 132 subjects were in Idaho for 7 months the previous year (1958) and that 73 percent had worked previously in Idaho for an average 5.2 years.[1] This report did not draw any conclusions from the data, nor did it make any recommendations.

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[1] Idaho Governor's Migratory Labor Committee, A Report of Migrant Labor in Idaho, (Boise, Idaho: The Committee, Oct. 1957), pp. 3-18.

The 1961 Idaho Migratory Labor Committee Report was confined almost exclusively to a summary of conditions in 35 labor camps. The Report noted that the Migratory Labor Camp Regulations had been adopted by the State Board of Health on May 11, 1959. Besides the recommendations made regarding housing improvements in the camps, the Committee recommended that the State Board of Education consider the possibility of summer schools for migrant children.[2]

The 1962 Report was again concerned almost solely with conditions in the labor camps. The Report briefly described a type of day care or kindergarten being conducted by the Migrant Ministry at the labor camp in Twin Falls. This kindergarten was in no way connected with the Twin Falls public school district.[1]

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[1] W.L. Robinson, "Survey of Migrant Workers, Special Report", (Boise, Idaho: Department of Labor, Sept. 8, 1959) Mimeographed.

[2] Idaho Governor's Migratory Labor Committee, A Report on Idaho Migratory Labor Camps , Boise, Idaho: Employment Security Agency, 1961), pp. 4-8.

In its 1963 Labor Camp Report the Committee listed labor camp school programs which were operating at Wilder, Franklin Labor Camp, and at the Caldwell Labor Camp. The first two mentioned were actually part of the regular school sessions and administered and operated by the local school districts.[2] The Caldwell Camp school was a summer program only and not part of the district's academic year operations.

The Caldwell summer school was begun in 1955 under the auspices of the Migrant Ministry. Beginning in 1956 the College of Idaho co-operated with the Migrant Ministry by providing some teachers for a summer school as part of the College's student teaching program. In 1961 the summer school was no longer held at the camp but was moved to Caldwell where it was open to any interested students. The summer school was no longer exclusively for migrant children. The College of Idaho absorbed the program, although the

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[1] Idaho Governor's Migratory Labor Committee, A Report on Idaho Migratory Labor Camps, (Boise, Idaho: Employment Security Agency, Aug. 1962), p. 23.

[2] Idaho Governor's Migratory Labor Committee, A Report on Idaho Migratory Labor Camps, (Boise, Idaho: Employment Security Agency, Aug. 1963), p. 10.

Caldwell school district did supply building space and a few incidental materials.[1]

According to the 1964 Report on Labor Camps the Committee recognized the continued need for migrant labor, noted that there was still no organized health program for migratory workers and their families, but felt that camp conditions continued "to improve". The Committee thought that educational opportunities for children of migratory workers were improving, but indicated that there was still insufficient information concerning the number of children in the labor camps or in the schools. The Report stated that a major deficiency in migrant educational programs was the lack of personnel with training and knowledge of the cultural background and mores of Latin Americans.[2] The Report also noted that four school districts were using the special mill levy[3] for migrant education.

A special account of the migrant children in the

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[1] Information obtained from interviews with Mr. Clarence Reid of the Caldwell School District and Dr. Ward Tucker, Department of Education, College of Idaho, Caldwell.

[2] Idaho Governor's Migratory Labor Committee, A Report on Idaho Migratory Labor Camps, (Boise, Idaho: Employment Security Agency, Aug. 1964), pp. 4-22.

[3] Idaho Code, 33.905(1), 6, Cumulative Pocket Supplement, 112 (1959). The law permits a school district to raise a tax levy up to 5 mills, applicable only to districts with one or more labor camps with migrant children from those camps attending schools within the district. A special election is necessary and funds raised are to be used for the education of migrant children.

Wilder School was included in the 1965 Report on Labor Camps. Enrollment figures were given for fall and spring terms, with the fall averaging 84.3 children and spring 165.2. The Wilder fall enrollment figures were given for the years 1957-1964 inclusive. The spring figures were for 1958-64. These records pertained to grades one through four only for which additional space and teachers were required. The periods of peak enrollment for the Wilder School District were found to last about 6 weeks in the fall and 12 weeks in the spring. The total migrant enrollment was estimated to be 25 to 35 percent of the entire student population.[1]

Wilder levied a special 5 mill migratory education levy from 1959 to 1966--the latter being the date of this investigation. The Wilder School District tried using a 3 mill levy in 1960 but found the sum raised to be inadequate. In 1964 the additional cost to the district in providing educational services for migratory children--extra teachers, supplies, and operation--exceeded $8,000.[2]

It would seem that in Idaho statewide concern for migratory workers and their families has been somewhat limited to living conditions, while the problems of the migrant children's education have been left to individual school districts. Although the Migratory Committee has suggested that more information is needed, little, if any, seems to be forthcoming.

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[1] Idaho Governor's Migratory Labor Committee, A Report on Idaho Migratory Labor Camps, (Boise, Idaho: Employment Security Agency, Oct. 1965), pp. 7-8.

[2] *Ibid.*, pp. 8-9.

III. TEMPORAL AND SPATIAL PATTERNS OF MIGRANT CHILDREN

Determing the number of migrant children, their locations and duration of stay is difficult to accomplish with any precision. There seem to have been few attempts to obtain this type of information concerning the Texas Mexican or Spanish-American migratory child.

Oregon Reports and Census

The Oregon Inter-Agency Committee on Agricultural Labor, as part of its extensive 1958-1959 survey of migratory workers and their families in Oregon, obtained some data regarding approximate times of arrival, departure, and length of stay. Much of the data compiled in this report was tabulated in two separate categories--one for the Spanish-American migratory group and the other for the Anglo migratory group. The personal interview method was used with data being obtained from 640 respondents.

Regarding time of arrival, it was found that 52.9 percent of the Spanish-American families arrived in Oregon by May 1 and that 48.1 percent were in the state as late as Oct. 1. The duration of stay in Oregon ranged from 6 months for 19.4 percent to 8 months or more for 11.2 percent.

Approximately 30.6 percent stayed less than 4 months.[1]

In the same Oregon study 232 families--46 Spanish-American families and 186 Anglo families--were interviewed for information regarding the number of children in school. The Spanish-American families had a total of 124 school age children, with 55.5 percent attending school. The Anglo families had 67 percent of their children in school.[2] The report noted that a number of children were found working in the fields. For children 8 years and older it was estimated that 53 percent were working in the fields, an estimate considered to be conservative.[3] It was not clearly stated in the report whether this survey was conducted while schools were in session or not.

In 1960 a census was taken as a part of the Pilot Program for the Education of Migrant Children in Oregon for the purpose of determining the actual number of migrant children in the schools. This census was taken by school administrators in 14 counties involving 81 school districts. Information was not complete from two of the districts. Only children known to be from migrant families were included. How this was determined the report did not state. The total number of migrant children reported was 1,937; 1,269 were Anglos and 668 were Spanish-American children. This survey estimated that only 50 to 60 percent of the migrant children were actually attending school and that the total should have between 4,000 and 5,000 for ages 6-18. The average daily membership for these children in school was 47 days. Most of the children were estimated to be in the state 140 to 170 days, 90 of which were during periods when schools were in session. It was found that 19 schools had an influx of migrant children primarily in April; while 8 schools reported their influx during the fall.[1]

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[1] Tom Current and Mark M. Infante, And Migrant Problems Demand Attention, (Salem, Oregon: Bureau of Labor, Sept., 1959), pp. 61-63.

[2] Ibid., pp. 45-46.

[3] Ibid., p. 38.

The Pilot Program Report also made an analysis of some age groups in two migrant labor camps. The camp population at St. Paul, Oregon, was entirely Spanish-American and had a total of 249 individuals. The second camp at Eola Village, Oregon was almost entirely Anglo and had a population of 855. Percents were formulated for the 0-5 age group, the 6-15 age group, the 16-18 age group, and the over 18 age group for each camp, and then again for the combined populations of the two camps.[2] The age groups and the percents of Spanish Americans and Anglos in each group are shown in Table VIII. According to these figures, by adding the percents for

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[1] Ronald G. Petrie, Report on the Pilot Program for the Education of Migrant Children, (Salem, Oregon: Oregon Department of Education, 1960), pp. 18-21.

[2] *Ibid.*, pp. 56-57.

TABLE VIII

PERCENT OF SPANISH-AMERICAN AND ANGLO INDIVIDUALS ACCORDING TO AGE GROUPS AS REPORTED IN SELECTED OREGON MIGRANT LABOR CAMPS, 1960*

Age Groups	Percent Within Age Category	
	Spanish-American	Anglo
0-5	20	16
6-15	43	34
16-18	8	9
Over 18	29	41
	100	100

*Source: Ronald G. Petrie, *Report on the Pilot Program for the Education of Migrant Children*, (Salem, Oregon: Oregon Department of Education, 1960), p. 56.

age groups 0-5, 16-18, and over 18, the percent of Spanish-Americans under the age of 16 would be 63 percent and the percent of those 16 years and over would be 37 percent.

The percents formulated for the total numbers in each age group of the two camps were also applied to the calculated peak of 23,300 total individual migrants in Oregon for the period of June 16-30, 1959. This was done so as to obtain estimated numbers for the four age groups of the state migrant population. (The actual number of migrant workers recorded for the same period in Oregon was 15,436.) The estimated state totals by age group and percents are shown on Table IX. Again, by adding the age group (1-15 and 16-over 18) percents, the percent of individuals under age 16 would be 52 percent and the percent 16 years and over would be 48 percent.

Predictive Studies of Migrant Children Population

One of the major problems in planning educational programs for migrant children is the uncertainty as to how many children will actually be arriving in any given area.

An innovative approach to the problem of determining the number and locations of migrant children was initiated by Thomas in 1960 during a three year research project conducted in Wisconsin. Rather than collect data on migrant children already in the state, he developed a technique for predicting . . . "the arrival of specific children in specific places at

TABLE IX

PERCENTS AND ESTIMATED STATE TOTALS OF MIGRANT INDIVIDUALS ACCORDING TO AGE GROUPS AS REPORTED FOR OREGON IN 1960*

Age Groups	Percent	Estimated State Total
0-5	16	3,728
6-15	36	8,388
16-18	9	2,097
Over 18	39	9,087
	100	23,300

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*Source: Ronald G. Petrie, *Report on the Pilot Program for the Education of Migrant Children*;(Salem, Oregon: Oregon Department of Education, 1960), p. 56.

specific times".[1] This research project did not require extensive machinery or organization, but instead made use of existing organizations to conduct much of the research. Thomas used the project organization as head and co-ordinating agency. He obtained the co-operation and assistance of the Wisconsin and Texas Employment Agencies and agricultural employers in Wisconsin in order to complete his study.

The Project devised a special Children-in-Crew form, copies of which were sent to the Texas Employment Offices. When crew leaders or family heads filled out the Contract Schedules (ES-369) of the Annual Worker Plan, they were also asked to complete the Children-inCrew forms. On these forms the leader listed information regarding the school age children accompanying the crew or family-names,sex, age, and home school district. These forms were then forwarded to Wisconsin with the ES-369 forms. These preliminary steps were all taken prior to the arrival of the migrant labor crew in Wisconsin. Data on most of the Contract Schedules gave information regarding time of arrival and the employment location. This procedure was replicated in the two follow-up studies conducted in succeeding years by Lindsey and Walton[1] because it had been felt, after the original study was completed, that results would be improved with repetition.[2]

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[1] Donald R. Thomas, Determining an Effective Educational Program for the Children of Migratory Workers in Wisconsin, Phase I, (Madison, Wisconsin: School of Education, University of Wisconsin, Jan. 1961) p. 1.

Not all children listed on the ES-369 forms were used in the three studies. Below are listed the number used and the estimated percent of the total number of migrant children.[3]

Year	Children in Survey	Percent of Total
1960	1,528	Not given
1961	2,489	48.8
1962	3,040	59.6

After the children had arrived, the Project then checked, with various employers by means of a questionnaire, to verify the accuracy of the predicted arrivals and predicted locations of the children. The number of children from the Children-in-Crew forms received by the Project and the number of children verified in location and time of arrival are as follows:

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[1] Herbert H. Lindsey and Thomas W. Walton, Spatial and Temporal Patterns of the Movement of Seasonal Agricultural Migrant Children into Wisconsin, (Madison, Wisconsin: Co-operative Educational Research and Services, University of Wisconsin, March, 1962); and Thomas W. Walton and Herbert H. Lindsey, Educational Programs for Children of Migratory Workers in Wisconsin, (Madison, Wisconsin: University of Wisconsin, 1963).

[2] Thomas, op. cit., p. 39.

3 Walton and Lindsey, op. cit., p. 29.

Date:	Number of Children	Number Verified	Percent Verified
1960	743	491	66.0[1]
1961	868	Not given	Not given
1962	600	448	75.0[2]

The discrepancy between the number of children on the Children-in-Crew forms and the number used from the Work Schedules, according to Thomas, was caused mainly by the failure of many crew leaders to complete the Children-in-Crew forms.[3] It must be remembered, too, that the Work Schedules listed all children under the age 16 with no indication as to the number below the age of 6.

The Project found a sufficient concentration of migrant children in certain locations within Wisconsin--5 in 1960 and 8 in 1962--thus warranting the development of educational centers. The Project also found that about 80 percent of the migrant children were in Wisconsin during July and August.

The three studies[4] which comprised this Project gave strong indication of the feasibility of using the predictive techniques developed and demonstrated the value of these techniques by obtaining the types of information essential for establishing educational programs for migrant children. Thomas pointed out that a State Department of Education could easily act as the central agency (the position held by the Project) and so carry out a similar program for obtaining the same data.[1]

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[1] Thomas, op. cit., p. 39.

[2] Walton and Lindsey, op. cit., p. 97.

[3] Thomas, op. cit., p. 2.

[4] Thomas, op. cit.,; Lindsey and Walton, op. cit.; and Walton and Lindsey, op. cit.

The migrant children studied in Thomas' research originated in Texas. The majority of Idaho's interstate migratory workers appear to be from Texas and most of them are of Mexican extraction.[2,3] According to the Farm Placement Service in Boise, Idaho, between 8,000 and 9,000 interstate migratory workers come to Idaho annually to work in the crops. Except for about 800 Navajo Indians contracted from Arizona, most workers come from Texas and are apparently of Mexican extraction. Furthermore, according to the Farm Service, members of crews headed by a person with a Spanish type name would almost exclusively be of

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[1] Donald R. Thomas, Determing an Effective Education Program for the Children of Migratory Workers in Wisconsin, Phase I, (Madison, Wisconsin: School of Education, University of Wisconsin, Jan. 1961), p. 1.

[2] The Good Neighbor Commission of Texas, "Texas Migrant Labor", (Austin, Texas: The Commission, 1966), Part 5, p. 1.

[3] George E. Haney, The Education of Migrant Children: Questions and Answers, U.S. Department of Health, Education, and Welfare, Office of Education, (Washington, D.C.: U.S. Government Printing Office, 1962), pp. 3-4.

Mexican extraction.[1] In addition, this investigator had taught school in the Caldwell area and also had interviewed various camp managers, employment personnel, and other individuals having contact with migrant workers and their families in the Treasure Valley area. From these experiences and interviews, it appeared that Anglo migrant workers seem to be few, with the majority of these coming from Missouri or Arkansas.

Summary

In this chapter, there has been presented a brief background regarding the relationship of migrancy to agriculture, some of the basic problems involved, and the status of migrant labor and migrant children education in Idaho. Also presented has been a review of data concerning the numbers, locations, and temporal patterns of migrant children in Idaho. The problems posed by the excessive mobility of these children have been a major obstacle in the development of educational programs for them. As has been reported, there have been attempts at determining their numbers, movements, location, and duration of stay. In an effort to obtain such information varied approaches have been utilized. Probably no one approach will be totally sufficient. Perhaps an eclectic one might be feasible.

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[1] Interviews with Don Bushnell and Don Allen, Farm Placement Service, Employment Security Office, Boise, Idaho, August 1965 and August 1966.

It would seem that State Departments of Education might make every effort to ascertain what research has been done and what information is available from various sources. In addition, where appropriate, the Education Departments might assess their own conditions, obtain local data, and attempt to assist school districts having problems in educating migrant children. In 1961, at the Senate Subcommittee Hearings regarding the problems of migrant workers and their children, Walter J. Mason said, "I do not know of any problem in our national life that has been studied so intensively, over so long a time, in such a sympathetic spirit--and with such negligible results."[1]

Problems may be identified, solutions suggested, but results depend considerably upon the continued effort of those able to accomplish a change. Furthermore, schools can be categorized as a social system. Membership in such a system usually is determined by belonging to the common "group". With continued migrancy and a consequent lack of "belonging", there appears to be limitations as to what can be done to improve the educational status of the migrant child. Finally, educational "problems" of migrant children are inextricably linked to the social and economic problems of their parents.

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[1] U.S. Congress, Committee on Labor and Public Welfare Subcommittee on Migratory Labor, Hearings on S. 1123-S. 1132, Bills relating to migratory labor, 87th Congress, 1st Session, (Washington, D.C.: U.S. Government Printing Office, 1961). p. 76.

CHAPTER III

FINDINGS

The findings of this study are presented as follows: (1) data relating to the origin of migrant workers in Idaho and to the number of migrants as obtained from the Agricultural Worker Schedules (ES 369) on file at the Employment Security Office in Boise, Idaho; (2) data concerning the number of migrant workers in selected areas of Idaho provided by the Employment Security Office in Boise, Idaho; (3) data on the number of children in selected labor camps; (4) attendance data of migrant children obtained from selected Idaho school districts; and (5) summary of data and information received from questionnaires sent to selected Idaho school superintendents.

I. DATA FROM ANNUAL WORKER SCHEDULES

Annual Worker Schedules

Migrant workers are recruited primarily from Texas for two specific crops grown in Idaho--sugar beets and hops. Other crop activities are included on the Agricultural Worker Schedules in order to provide workers with as continuous an employment schedule as possible and to make optimum use of available farm labor by agricultural employers. The Farm Service Office of the Idaho Employment Security

Office estimated that for the 1965 agricultural employment season (March-November) approximately 600 Worker Schedules would be received in the Boise Farm Service Office by the end of the season. Worker Schedules are usually processed first in district Employment Security Offices throughout the state where the migrant workers may make contacts regarding employment. The Schedules are then forwarded to the main office in Boise.

In August of 1965 this investigator examined 474 Schedules, the total number received by the Farm Service at that time. The purpose of this examination was to obtain information regarding the points of origin of the migrant workers listed and the number of migrant workers and migrant children involved. Also, information from a small randomly selected sample was collected to determine travel patterns of some migrant workers who enter Idaho. The sample patterns are listed on Table X. In addition, the Farm Service Office provided selected random samples of Annual Worker Schedules which illustrated travel patterns of some of the migrant workers and the types of information provided on these schedules.[1] The Texas Employment Commission provided maps showing the travel patterns of migrant workers whose "home" address is considered Texas, but who work in many other states.[2]

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[1] See Appendix D.

[2] See Appendix E.

TABLE X

SELECTED TRAVEL PATTERNS OF MIGRANT WORKERS ENTERING IDAHO

Apr.-May-June	July-Aug.-Sept.	October
Nampa (sugar beets)	Ontario(Ore.)-onions, potato harvest	Alamosa(Colo.)
Burley (sugar beets)	Weiser-onions	Burley-potatoes
Ft. Hall (sugar beets)	Ontario(Ore.)-onions, cherries	NR
Burley (sugar beets)	Caldwell-hops	Burley-potatoes
Blackfoot (sugar beets)	Preston-beans	Idaho Falls-potatoes
Tyhee (sugar beets)	Wisconsin-cherries	Wisconsin Packing Co.
Twin Falls (sugar beets)	Fresno(Calif.)-grapes	NR
Pocatello (sugar beets)	Mich.-cherries, Ohio-tomatoes	NR
Weiser (sugar beets)	Weiser-onions, potatoes	Texas
American Falls (sugar beets)	Illinois-tomatoes	NR

Source: Annual Worker Schedules, Farm Service Office, Employment Security Office, Boise, Idaho, 1965

NR-Not Reported

TABLE X (continued)

Apr.-May-June	July-Aug.-Sept.	October
Preston (sugar beets)	Ogdan(Utah)-beans,peas; Indiana-tomatoes	NR
Blackfoot (sugar beets)	Ore.-Wash.-fruit	NR
Twin Falls (sugar beets)	Turner(Ore.)-beans; Ontario(Ore.)-onions	Twin Falls-potatoes
Parma (sugar beets)	Parma-onions, potatoes	NR
Jerome (sugar beets)	Wash.-strawberries Ore.beans	Jerome-potatoes
Rupert (sugar beets)	Ore.-strawberries	Burley-potatoes
Aberdeen (sugar beets)	Aberdeen-general farming	NR
Nyssa(Ore.) (sugar beets * Murtaugh-beets)	Nyssa(Ore.)-onions, potatoes	Caldwell-hauling onions potatoes
Twin Falls (sugar beets)	Twin Falls-alfalfa, trucking	NR

NR-Not Reported

*Beets means sugar beets.

Origin of Migrant Workers in Idaho

In late August, 1965, this investigator examined 474 Worker Schedules. All names of leaders or contractors on these Schedules were of a Spanish or Mexican origin. It was found that 427, approximately 90 percent, of the Schedules originated in Texas. Thirty-one Schedules originated in Arizona. California, Florida, Idaho, and Oregon were the source of one Schedule each. Four other Schedules gave Piedras Negras, Mexico, as the point of origin of the group leader or family head. On seven Schedules no home address was given. The states and the number of Schedules are listed below:

State	Number of Schedules	Percent of Total
Arizona	31	6.0
California	2	0.4
Florida	1	0.2
Idaho	1	0.2
Mexico (country)	4	0.8
Oregon	1	0.2
Texas	427	90.0
No address given	7	1.4
Total:	474	99.6

A survey was made of 313 Worker Schedules from Texas, the number then available to this investigator, in order to identify some of the specific towns which were listed as home address by group leaders. Table XI lists the number of Schedules and names of towns and counties given for home addresses. It will be noticed that the towns from which large numbers of migrants came were Alamo (1153),

TABLE XI

TOWNS IN TEXAS SERVING AS ORIGINATING BASES FOR CONTRACT WORKERS ACCORDING TO NUMBER OF CONTRACTS AND NUMBER OF INDIVIDUALS INVOLVED--IDAHO, 1966

Town and County	Number of Contracts	Number of Individuals
Alamo (hidalgo)	27	1153
Ballinger (Runnels)	1	13
Brownsville (Cameron)	11	66
Crystal City (Zavala)	16	213
Del Rio (Val Verde)	12	118
Eagle Pass (Maverick)	62	1080
Edinburg (Hidalgo	18	494
Harlingen (Cameron)	16	248
Hereford (Deaf Smith)	1	26
Grulla (Starr)	3	127
Kingsville (Kleberg)	1	7
Laredo (Webb)	40	784
Lozano (Cameron)	1	11
Lubbock (Lubbock)	2	38
Mathis (San Patricio)	1	13
McAllen (Hidalgo)	12	251
Menard (Menard)	3	73

continued:

Source: Annual Worker Schedules, Farm Service Office, Employment Security Office, Boise, Idaho, 1966.

TABLE XI (continued)

Town and County	Number of Contracts	Number of Individuals
Mercedes (Hidalgo)	3	70
Mission (Hidalgo)	4	59
Pharr (Hidalgo)	27.	828
Plainview (Hale)	2	31
Sabinal (Uvalde)	3	45
San Antonion (Bexar)	3	31
San Benito (Cameron)	15	218
San Juan (Hidalgo)	9	102
San Ygnacio (Zapata)	5	49
Santa Rosa (Cameron)	3	31
Uvalde (Uvalde)	2	40
Victoria (Victoria)	1	22
Weslaco (Hidalgo)	9	68
Total:	..313	6109

Eagle Pass (1080), Pharr (828), and Laredo (784). Other important towns were McAllen (251), Harlingen (284), San Benito (218), and Crystal City (213). The map of South Texas[1] shows most of the counties in which these towns are located, many of the towns being in Hidalgo and Cameron counties. A few towns (Hereford, Lubbock, Ballinger, and Planview) are located farther north near the Texas Panhandle. It should be noted that the number of Schedules does not have a direct relationship on the number of individuals. For example, Alamo was the point of origin for 27 Schedules with a total of 1153 individuals; yet Eagle Pass had 1050 individuals on 62 Schedules. The Schedules examined from Alamo had a range in number of individuals per Worker Schedule of 7 to 140. The average number of individuals per Schedule on Table XI was 19; while the average number of individuals for the total 474 contracts was approximately 20.2. It must be remembered that the numbers do not reflect an average for a family group.

Data Regarding Population Listed on Worker Schedules

Worker Schedules provide some demographic description such as: total individuals, total workers, separate totals of male and female workers 16 years of age and older, and totals of male and female individuals under age 16.

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[1] See Figure 1, p. 21.

The figures given on 474 Schedules were totaled to provide the total number of individuals listed, the total number of workers listed, and the total number of individuals under the age of 16. The totals obtained are as follows:

Total Individuals . . .	9,589
Total Workers	6,199
Total Individuals Under Age 16	3,444

The total number of individuals (9,589) included 28 individuals who were not listed as workers. There were 82 children who were listed in two of the groups--as workers and in the Under Age 16 group. On some of the Schedules it was stated that the children would work only after school hours. The exact age was not given for all these children, but for those given it was either 14 or 15 years of age.

The figures for the total numbers of individuals, workers, and individuals under age 16 were used to calculate the percent of children in relation to the total number of individuals and to the total number of workers. However, to estimate the percent of children to the number of workers, the number of working children (82) was first deducted from the worker total, giving a total of 6,117. This new total (6,117) was then divided into the number of children (3,444). The approximate percents obtained were:

Percent of Children (individuals under age 16) to total individuals . .	35.9
Percent of Children (individuals under age 16) to total workers.	56.0

The purpose in obtaining these percents was to arrive at a probable figure which could be applied to numbers of migrant workers in Idaho, thereby making it possible to estimate the number of migrant children or individuals under age 16 in selected areas at selected intervals. These percent figures would, of course, be indicative, but not conclusive.

In addition to the totals pertaining to migrant individuals and workers, many Schedules listed the number of male and female workers and the number of male and female individuals under age 16. According to the information obtained from 469 Schedules, there were 3,376 male workers and 2,633 female workers, giving a total of 6,009 workers. Less than half of the Schedules gave information pertaining to the sex of individuals under age 16. Data obtained from 216 Schedules provided the totals of 749 males and 619 females, all under age 16. The totals for these groups and the accompanying percents are listed as follows:

Number of Workers According to Sex		Percent of Workers According to Sex
3,376	Males	56.0
2,633	Females	44.0
6,009	Totals	100.0

Number Individuals Under Age 16		Percent of Individuals Under Age 16
749	Males	55.0
619	Females	45.0
1,368	Totals	100.0

II. MIGRANT WORKERS IN SELECTED AREAS IN IDAHO AND ESTIMATED WORKERS OF MIGRANT CHILDREN

The Employment Security Office of Idaho, in addition to the main office in Boise, maintains district or area employment offices in various Idaho towns. These district or area offices maintain records concerning the number of interstate (migrant) and intrastate workers hired, the names of employers, and periodic summaries of the total number of workers employed. These summaries usually cover the period from April 1 to mid-November and are calculated at two week intervals. In the spring of 1965 Mr. Walt Thomas, Placement Representative for the Farm Service Office of the Idaho Employment Security Office in Boise, obtained some of the employment summaries and compiled a report for this investigator. The portion of this report which pertained to migrant workers is presented on Table XII. The figures shown on Table XII are the estimated number of migrant workers in Idaho who were employed in 1964 in the areas listed and for the prescribed dates.

After calculating the percent of migrant children from the totals of children and workers obtained from the Worker Schedules, this investigator then applied the 56 percent ratio to the number of workers in the various areas as given on Table XII. This was done for the same two week intervals, from April 1 to November 18. The estimated number of migrant children (individuals under age 16) for

TABLE XII

ESTIMATED NUMBERS OF MIGRANT WORKERS IN SELECTED AREAS OF SOUTHERN IDAHO LISTED BY DATE AND AREA (1964).

	April			May		June	July	
Area	1	15	29	13	27	17	1	15
Blackfoot	0	0	0	25	150	800	800	700
Burley	0	0	0	75	610	1175	1150	800
Caldwell	150	700	875	1625	1780	1650	1400	1400
Emmett	0	0	0	0	50	150	200	450
Idaho Falls	0	25	500	175	200	400	400	350
Jerome	0	0	0	20	200	283	283	113
Nampa	0	0	0	150	422	375	350	300
Payette	20	30	40	75	140	150	150	50
Pocatello	0	15	20	50	75	1300	1300	1100
Rupert	0	0	125	150	1000	1300	1400	1300
Twin Falls	10	80	100	140	525	820	700	550
Weiser	0	27	10	125	195	300	270	200
Totals:	180	877	1220	2610	5347	8703	8403	7313

TABLE XII (Continued)

Area	July	August		September		October		November
	29	12	26	16	30	14	28	18
Blackfoot	500	350	125	175	400	1000	100	10
Burley	700	300	50	150	400	1000	950	0
Caldwell	1175	1200	1600	1875	1000	400	200	0
Emmett	125	25	200	300	100	400	150	0
Idaho Falls	250	50	75	100	425	1000	50	0
Jerome	94	98	74	61	35	80	105	0
Nampa	200	225	225	250	30	30	30	0
Payette	100	125	175	225	125	100	100	0
Pocatello	850	600	550	145	150	200	100	25
Rupert	1100	400	100	150	300	900	800	25
Twin Falls	550	150	80	50	75	150	150	0
Weiser	225	250	250	350	75	60	25	0
Totals:	5869	3504	3504	3831	3115	5320	2760	60

Source: Special Report compiled by Walt Thomas, Farm Service Office, Employment Security Office, Boise, Idaho, 1965.

the selected areas and dates are listed on Table XIII.

An examination of Tables XII and XIII shows the variation in the numbers of migrant workers and children in the different geographic areas and in the dates of arrival. The Caldwell area received the largest number of migrant workers and children at the earliest date--150 workers were reported by April 1. By mid-May Idaho Falls, Nampa, Twin Falls, and Weiser had received a sufficient influx of migrant workers to have approximately 70 to 100 migrant children. Excepting the Caldwell area, the heavy spring influx did not seem to begin in Idaho until the last half of May. By May 27 the Rupert and Caldwell areas had over 1000 migrant workers--560 and 997 migrant children respectively; Burley had approximately 600 workers and 342 children; Nampa and Twin Falls, had 400-500 workers and 236 to 294 children; and Idaho Falls, Jerome and Weiser had about 200 migrant workers with slightly more than 100 migrant children in each area.[1]

During the summer Blackfoot, Burley, Caldwell, Pocatello, Rupert, and Twin Falls had large numbers of migrant workers during most of June and July, and part of August. Caldwell had its fall peak during September. Blackfoot, Burley, Idaho Falls, and Rupert seemed to have their fall peaks later in October. The peak periods for all these

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[1] See Figure 2, p. 78, Map of Southern Idaho which shows some areas having a concentration of migrant population.

TABLE XIII

ESTIMATED NUMBERS OF MIGRANT CHILDREN UNDER AGE 16 IN SELECTED AREAS OF SOUTHERN IDAHO LISTED BY DATE AND AREA (1964)

	April			May		June	July	
Area	1	15	29	13	27	17	1	15
Blackfoot	0	0	0	14	84	448	448	392
Burley	0	0	0	42	342	658	644	448
Caldwell	84	392	490	910	997	924	784	784
Emmett	0	0	0	0	28	84	112	252
Idaho Falls	0	14	98	98	112	224	224	196
Jerome	0	0	11	11	112	158	158	63
Nampa	0	0	84	84	236	210	196	168
Payette	11	17	42	42	78	84	84	28
Pocatello	0	8	11	28	42	728	728	616
Rupert	0	0	70	84	560	728	784	728
Twin Falls	6	45	56	78	294	459	392	308
Weiser	0	12	6	70	109	168	151	112
Totals	101	488	683	1461	2994	4873	4705	4095

TABLE XIII (Continued)

Area	July 29	August 12	26	September 16	30	October 14	28	November 18
Blackfoot	280	196	70	98	224	560	56	6
Burley	392	168	28	84	224	560	532	0
Caldwell	658	672	896	1050	560	224	112	0
Emmett	70	14	112	168	56	224	84	0
Idaho Falls	140	28	42	56	238	560	42	0
Jerome	53	55	41	34	20	45	59	0
Nampa	112	143	126	140	17	17	17	0
Payette	56	70	98	126	70	56	56	0
Pocatello	476	336	308	81	84	112	56	14
Rupert	616	224	56	84	168	504	448	14
Twin Falls	308	84	45	28	42	84	84	0
Weiser	127	140	140	196	42	34	14	0
Totals	3288	2130	1962	2145	1745	2476	1560	34

Source: Data from Special Report as listed on Table XII and multiplied by 0.56.

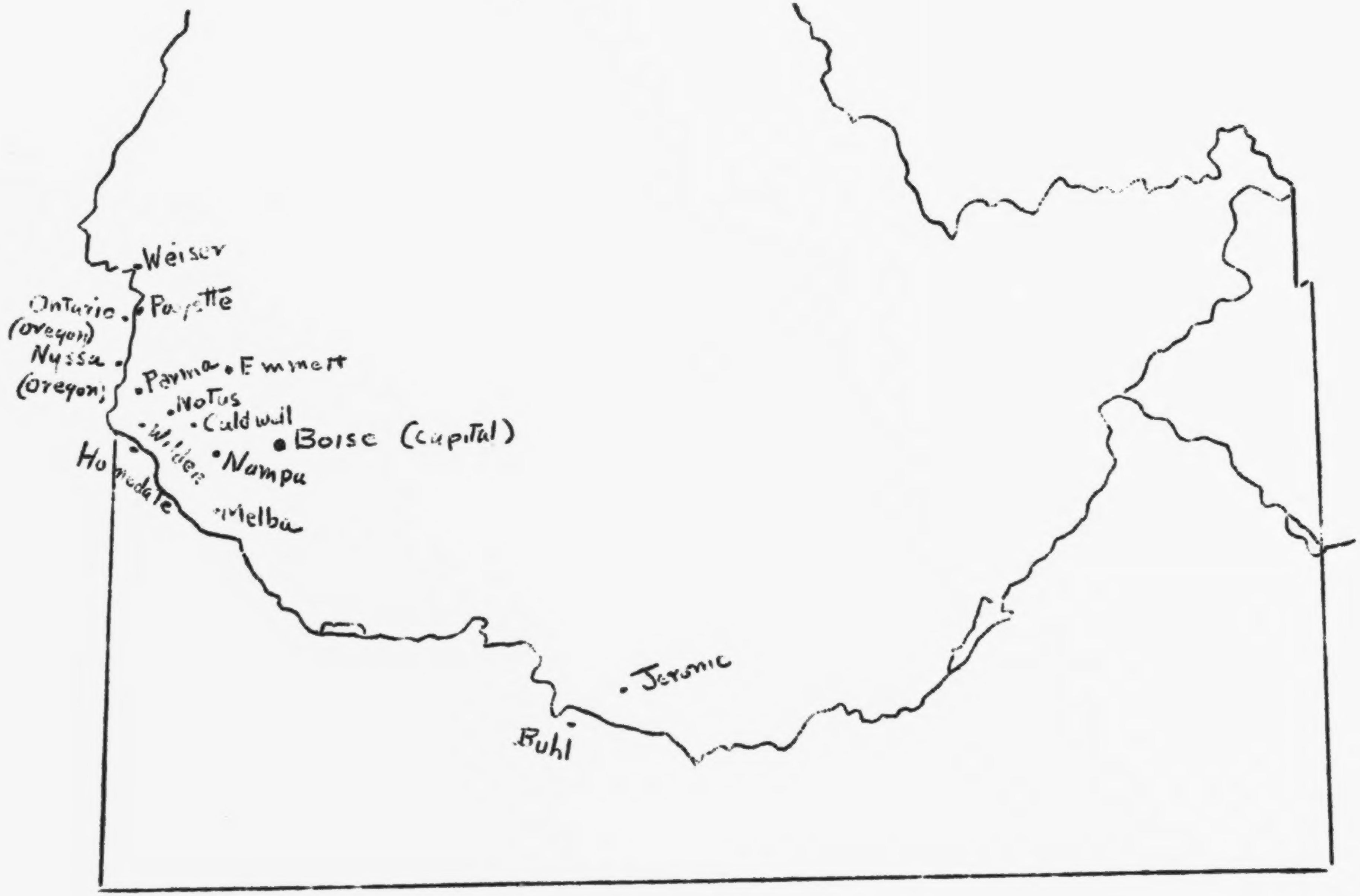
Weiser
Payette
Ontario
(oregon)
Nyssa
(oregon)
Parma
Emmett
Notus
Caldwell
Boise (capital)
Wilder
Nampa
Homedale
Melba
Jerome
Ruhl

FIGURE 2

MAP OF SOUTHERN IDAHO SHOWING LOCATIONS OF SOME AREAS HAVING A CONCENTRATION OF MIGRANT POPULATION areas are listed on Table XIV. The figures listed on Tables XII, XIII, and XIV, which pertain to the presence of migrant workers and children, give an indication as to where and when the migrant population tends to concentrate in Idaho if one accepts one year, 1964, as typical.

Estimates of School Age Children

This investigator did not find any conclusive figure or a percent that could be applied to the migrant population in Idaho in order to obtain estimates of the number of school age migrant children in selected areas. The 1960 Oregon Pilot study found, in its study of migrant camp population, that 43 percent of the Spanish-American population were in the 6-15 age group.[1] However indicative this percent may be, the sample population was small to yield gross generalizations. Consequently, the investigator of this study concluded that the Oregon percent figure cannot be applied to the Idaho migrant population. Further research is needed.

Summary

Although no definite number of migrant school age children could be determined, the population figures obtained do give an indication as to where concentrated numbers of migrant children might be found. It would also

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[1] See Table VIII, p. 54.

TABLE XIV

PEAK PERIODS OF MIGRANT WORKER AND CHILDREN'S PRESENCE IN IDAHO ACCORDING TO SELECTED AREAS

Area	Peak Periods
Blackfoot	June 17-July 29; Oct. 14
Burley	June 17-July 15; Oct. 14
Caldwell	May 13-July 15; Aug. 26-Sept. 16
Emmett	July 15; Sept. 16; Oct. 14
Idaho Falls	June 17-July 15; Oct. 14
Jerome	June 17-July 1
Nampa	May 27-June 17
Payette	May 27-July 1; Sept. 16
Pocatello	June 17-July 15
Rupert	June 17-July 15; Oct. 14-28
Twin Falls	May 27-July 29
Weiser	June 17-July 1; Sept. 16

Source: Selected data from Tables XIII and XIII, pp. 73, 74, and 76, 77.

seem that certain areas, particularly Blackfoot, Burley, Caldwell, Pocatello, Rupert, and Twin Falls have sufficient migrant children in their areas to warrant the consideration of summer schools. These areas have had migrant children present for approximately 8 weeks during the summer months. The Caldwell area has a larger number of migrants for a longer period than any of the previously listed areas. A summer school has been conducted in the Caldwell School District. What proportion of migrant child school age population has attended is not known by Caldwell school officials.

III. DATA PERTAINING TO MIGRANT POPULATION IN SELECTED IDAHO LABOR CAMPS

Data From Labor Camps

The investigator sent an explanatory letter and migrant population record forms to 39 migrant labor camps.[1] Responses were received from 11 labor camp managers, 8 of whom provided some data. Three of the eight managers (American Falls, Twin Falls, and Emmett) who provided data indicated that the information was "estimated". Four of the respondents did not make any comment concerning the accuracy of their reports. One (Murtaugh) indicated that the figures given should be "fairly accurate". The information received from the respondents regarding migrant labor population is presented in Appendix F. Six of the managers indicated that the 1-5 year old age group approximately equalled the 6-15 year old age group.

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[1] See Appendix C for copies of the cover letter and record form. See Table I, p. 8 for list of labor camps.

The relationship of the number of children to the number of workers seemed to vary in the camps that reported. In four camps (American Falls, Hazelton, Murtaugh, and Notus) the number of children (individuals under age 16) was approximately 50 percent of the number of workers. In Emmett the percent of children was about 60 percent of the number of workers. Twin Falls had an even higher percent of children with percents ranging from 75 percent to 200 percent. No figures were available from the Caldwell and Wilder Labor Camps. However, when the investigator personally interviewed these camp managers, they stated that the number of children accompanying their parents would approximately equal the number of adult workers.

Summary

Responses from the camp managers were few and data received from the respondents rather uncertain. Consequently it appeared that the data obtained could not be considered reliable enough to make any assumptions or draw any conclusions in so far as that aspect of this study was concerned. The data seemed to indicate the possibility that in a few areas the migrant child population might be 50 percent or more of the worker population. This ration✓ was determined from insufficient data and might not be valid if applied on a state wide basis.

From oral interviews with some camp managers and from written comments received on several of the migrant labor camp population forms, it would seem that detailed records of the migrant camp population are not generally maintained by the managers. One camp manager, interviewed by this investigator, stated that he had kept records in the past on migrant camp population and the number of children, but that he no longer did so since there had been no apparent need for such information.

IV. SCHOOL ATTENDANCE AND ENROLLMENT DATA FOR MIGRANT CHILDREN

Twenty-eight selected school superintendents were asked to provide information regarding the attendance of migrant children in their respective school districts for the fall and spring terms of the school year 1965-66. Seventeen superintendents responded. The data collected included dates on which migrant children entered and withdrew from schools, total attendance and absence, and the grade levels of these children. The ages of the children were also requested, but many of the respondents did not provide this information. All respondents did not provide a complete report on attendance; consequently, the actual attendance and membership data are not presented for all responding school districts. However, the migrant students listed in 14 of the districts had Spanish type names. Three districts did not provide names.

The data from Twin Falls are incomplete because attendance data were not available from one of the schools in the district. The data from Homedale are probably indicative but not conclusive because of some discrepancies in attendance dates. The figures provided by the administrators of Nampa, Caldwell, and Payette school districts are primarily estimates.

Fall School Attendance

Two school districts, Emmett and Melba, reported no migrant students in the fall. An estimated six students were reported from Payette, but no data on attendance were given. A summary of fall attendance and membership data, totals, and averages, as obtained from 14 school districts is presented on Table XV.

The average fall membership for migrant children ranged from 14.5 days in the Nampa School District to 44.5 days in the Homedale School District. Average attendance ranged from 16.6 days at Notus to 31.4 days at Twin Falls.

From the information provided, it would appear that there was an average attendance of a minimum of 2 weeks to a maximum average of 6 weeks, these varying according to school districts. One school district (Homedale) had an average membership of 44.1 days or nearly 9 weeks. Six districts (Canyon, Caldwell, Minidoka, Pocatello, Snake

TABLE XV

MIGRANT CHILD ATTENDANCE AND MEMBERSHIP BY TOTALS AND BY AVERAGES ACCORDING TO REPORTING SCHOOL DISTRICTS: FALL TERM, 1965-66 SCHOOL YEAR

School	Number Students	Total Days	Average Days	Total Days	Average Days
		Attendance		Membership	
Buhl	7	161	23.0	*	*
Caldwell	116	*	*	3682	31.7
Canyon	48	1645	19.6	1786	21.2
Labor Camp	38	1234	32.5	1304	34.3
Emmett	Reported no students during fall term				
Homedale	15	*	*	664	44.4
Jerome	7	131	18.7	;3;	18.7
Melba	Reported no students during fall term				
Minidoka	111	*	*	4129	37.2
Nampa	40	*	*	579	14.5
Notus	7	116	16.6	119	17.0
Parma	30	515	17.2	568	18.9
Payette	6	*	*	*	*
Pocatello	6	*	*	183	30.5
Snake River	58	*	*	1982	36.0
Twin Falls	23	816	31.4	926	35.6
Weiser	24	592	24.6	634	26.4
Sp. Class	18	473	25.2	455	27.5
Wilder	107	2176	22.2	2461	23.0

*Data not reported.

River, Twin Falls) had average attendance or memberships of 30.5 to 37.2 days. Four districts (Buhl, Canyon, Weiser, Wilder) had average attendance of memberships of 21.2 to 25.9 days. Canyon District is listed twice because the Franklin Labor Camp School, which is in Canyon District, has its attendance data listed separately, and had a higher average attendance. Four school districts (Jerome, Nampa, Notus, Parma) had average memberships of 14.5 to 18.9 days.

Spring School Attendance

Seventeen superintendents provided information regarding migrant child attendance for the spring term. The data are summarized on Table IVI. Data from Nampa and Payette were incomplete; the membership was not calculated. Caldwell provided an estimated attendance of 30 days. No data for migrant attendance were available from Minidoka School District. Information received from the Minidoka superintendent's office indicated that the spring migrant influx had been unusually light because of bad weather and a contract disagreement between the sugar company and the sugar beet producers. This disagreement caused a reduction in crop acreage and a delay in crop work. Consequently, fewer migrants came into the area and others moved out sooner than was usual.

The variation in the average number of days attended was a little greater than in the fall term. Jerome had the

TABLE XVI

MIGRANT CHILD ATTENDANCE AND MEMBERSHIP BY TOTALS AND BY AVERAGES ACCORDING TO REPORTING SCHOOL DISTRICTS: SPRING TERM, 1965-66 SCHOOL YEAR

School District	Number Students	Total Days Attendance	Average Days Attendance	Total Days Membership	Average Days Membership
Buhl	4	86	21.5	87	21.7
Caldwell	85	*	*	2550	30.0
Canyon	21	481	22.9	508	28.9
Labor Camp	30	550	18.3	575	19.2
Emmett	2	40	20.0	40	20.0
Homedale	28	*	*	582	20.7
Jerome	13	120	9.2	120	9.2
Melba	4	76	19.0	76	19.2
Minidoka	Data Not Available				
Nampa	40	*	*	799	20.0
Notus	37	716	24.7	716	24.7
Parma	25	663	26.5	708	28.3
Payette	15	348	23.2	*	*
Pocatello	11	366	33.3	391	35.5
Snake River	16	536	33.5	549	34.3
Twin Falls	14	177	12.6	181	12.9
Weiser	21	539	25.7	580	27.6
Wilder	135	4527	34.3	4906	36.3

*Data not reported.

smallest average attendance (9.2 days). Wilder had the highest reported attendance (34.3 days) and the highest membership (36.3) days. There were 3 districts (Pocatello, Snake River, Wilder) with average memberships of 34.3 to 36.3 days; 9 districts (Buhl, Canyon, Emmett, Homedale, Nampa, Notus, Parma, Payette, Weiser) had average attendance or memberships of 20 to 28.9 days; and 4 districts (Franklin Labor Camp School in Canyon District; Jerome, Melba, Twin Falls) had 9.2 to 19.2 average days membership. This would seem to indicate that there were 7 reporting districts which had average memberships of approximately 5 to 7 weeks, and that another 6 districts had average memberships of approximately 4 weeks.

Migrant Enrollment by Grade Level

Information was received from 16 school districts concerning the number of migrant children enrolled at various grade levels (grades 1-9). The eighth grade was the highest grade level for which data were given by 14 of the superintendents. Two superintendents gave data for the 9th grade. Although there is some variation in enrollment from one grade to another, the general trend on these enrollment reports is downward. By the eighth grade, or the last grade level given, the number of students was half, or less, of the number reported in the 1st grade. The fall term at

Wilder was the only exception. For the fall term Wilder had 22 migrant children enrolled in the 1st grade and 16 enrolled in the 6th grade, the highest grade level for which data were given. Four districts had 7-10 students in the first grade, but by the 7th and 8th grades the number of migrant students had dropped to 1.

Other examples are Caldwell which had 20 students in the 1st grade and 3-4 in the 8th grade; and Minidoka had 31 in the 1st grade, 3 students in the 8th grade. Table XVII provides a summary of the data from the 16 reporting school districts. It should be noticed that Payette provided enrollment totals but did not include a recapitulation by grade levels. In the Canyon School Districts the enrollment figures for the Franklin Labor Camp School were included in the District enrollment figures as shown in Table XVII. The grade enrollment data which was given for Weiser for the fall term did not include the 24 students who were in the special non-graded class for migrant children who could not speak English.

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[1] According to the Idaho State Department of Education Report (S.D.E.-510-C, 11-30-66/Stat 500), "Fall Enrollments and Public School Graduates--Idaho Schools", there were 16,383 students enrolled in the first grade during the fall term of the 1965-66 school year. For that same year there were 14,466 enrolled in all eighth grades. This would indicate a loss of approximately 12 percent. If the fifty percent figure for migratory children is accurate, it would reflect a loss of four times that incurred in Idaho's grade school population.

TABLE XVII

SPRING AND FALL SCHOOL ENROLLMENT OF MIGRANT CHILDREN BY GRADE LEVEL ACCORDING TO REPORTING DISTRICTS FOR SCHOOL YEAR 1965-66

District	Student Total	1	2	3	4	5	6	7	8	9
Buhl										
Fall	7	3	1	0	1	1	*	*	*	*
Spring	4	1	0	1	1	1	*	*	*	*
Caldwell[1]										
Fall	116	20	20	20	14	6	20	11	3	2
Spring	85	20	20	20	12	7	*	*	4	2
Canyon[2]										
Fall	84	19	14	20	13	13	6	*	*	*
Spring	51	11	2	16	15	5	6	*	*	*
Emmett										
Fall	0	0	0	*	*	*	*	*	*	*
Spring	2	1	1	*	*	*	*	*	*	*
Homedale										
Fall	15	7	2	1	0	1	3	1	*	*
Spring	28	6	7	5	5	2	2	1	*	*
Jerome										
Fall	7	3	2	0	0	2	0	*	*	*
Spring	13	5	3	1	1	1	2	*	*	*
Melba										
Fall	0	0	0	0	0	*	*	*	*	*
Spring	4	2	1	0	1	*	*	*	*	*
Minidoka										
Fall	111	31	18	15	19	5	9	11	3	*
Spring	Data was not available for spring term									
Nampa										
Fall	40	9	2	3	9	5	7	4	1	*
Spring	40	9	2	3	9	5	7	4	1	*

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[1] Grades 1, 2, 3, 6, 7 are estimates.

[2] Figures include Franklin Labor Camp School

* Note: Data was not reported.

TABLE XVII (Continued)

District	Student Total	1	2	3	4	5	6	7	8	9
Notus										
Fall	7	3	1	1	1	1	0	0	0	*
Spring	37	9	7	7	4	4	1	2	3	*
Parma										
Fall	30	9	9	8	1	3	1	*	*	*
Spring	25	6	4	3	4	0	1	*	*	*
Payette										
Fall	6	*	*	*	*	*	*	*	*	*
Spring	15	*	*	*	*	*	*	*	*	*
Pocatello										
Fall	6	0	2	1	2	0	0	1	0	*
Spring	9	1	2	1	2	3	0	0	0	*
Snake River										
Fall	58	14	11	7	8	3	1	5	3	4
Spring	16	0	0	1	2	2	2	3	3	2
Twin Falls										
Fall	23	7	8	3	6	1	1	*	*	*
Spring	14	6	3	2	0	1	2	*	*	*
Weiser [1]										
Fall	24	3	4	3	2	8	2	1	1	*
Spring	20	4	1	6	3	3	2	1	0	*
Wilder [2]										
Fall	107	22	18	17	14	20	16	*	*	*
Spring	133	45	18	29	19	9	13	*	*	*

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[1] The fall total (24) did not include students from a special ungraded class held in the fall for migrant children who spoke little or no English. There were originally 24 students enrolled. Eighteen dropped and the remainder were transferred to other regular classes after a period of about 6 weeks.

[2] The figures given included migrant children in classes held at the Wilder Labor Camp.

*Note: Data was not reported.

School Age Children in Employment and School Districts

Although most of the Employment districts encompassed the same areas as the school districts, some did not. The Employment districts of Blackfoot, Caldwell, Jerome, and Twin Falls included two or more school districts. The Employment Security districts and the school districts contained within each Employment district are listed on Table XVIII.

It had been assumed when making this study of migrant children in Idaho, that some type of comparisons could have been made between the estimated number of school age migrant children in the Employment districts and the number of school age children reported by the selected school districts. Since this investigator was unable to obtain a reliable estimate of the number of school age children in the Employment districts, a direct comparison was not determined. However, on Table XIX, the estimated number of migrant children, individuals under age 16, in the Employment districts and the number of children who were reported by the school districts as attending school have been listed for the May and fall peak periods. More detailed research pertaining to the number of school age migrant children in the Employment and school districts is necessary before a reliable comparison can be made.

TABLE XVIII

LIST OF SELECTED EMPLOYMENT SECURITY DISTRICTS IN SOUTHERN IDAHO AND SELECTED SCHOOL DISTRICTS CONTAINED WITHIN THE EMPLOYMENT DISTRICTS

Employment Districts	School Districts within Employment Districts
Blackfoot	Aberdeen, Blackfoot, Snake River
Burley	Cassia
Caldwell	Caldwell, Canyon, Homedale, Marsing, Notus, Parma, Wilder
Emmett	Emmett
Idaho Falls	Idaho Falls
Jerome	Hazelton, Jerome
Nampa	Melba, Nampa
Payette	Payette
Pocatello	Pocatello
Rupert	Minidoka
Twin Falls	Buhl, Murtaugh, Twin Falls
Weiser	Weiser

Sources: Table XII, pp. 73-74; Table XV, p. 85; and Idaho State Department of Employment, Farm Labor Service, Plan of Action, 1965, (Boise, Idaho: The Department, n.d.), p. 12.

TABLE XIX

LIST OF SELECTED EMPLOYMENT AREAS, ESTIMATED NUMBER OF MIGRANT CHILDREN FOR SELECTED DATES, AND THE REPORTED NUMBER OF MIGRANT CHILDREN ATTENDING SCHOOLS WITHIN THESE AREAS

Employment Area	Date	Number Children	Number Children Reported By School Districts
Blackfoot	May. 27.	84	no data
	Oct. 14	560	" "
Burley	May 13	42	no data
	May 27	342	" "
	Oct. 14	560	" "
Caldwell	May 13	910	
	May 27	997	286
	Sept. 16	1050	361
Emmett	May 13	0	
	May 27	28	2
	Oct. 14	224	0
Idaho Falls	May 13	98	
	May 27	112	reported none
	Oct. 14	560	
Jerome	May 13	11	
	May 27	112	13
	Oct..28	59	7
Nampa	May 13	84	
	May 27	236	40
	Sept.	140	40
Payette	May 13	42	
	May 27	78	15
	Sept. 16	126	6

Source: The data presented on Table XIX are selected from Table XIII which contains the estimated number of migrant children in the Employment areas, and from Tables XV and XVI which present the attendance data of migrant children in selected school districts. The attendance data used on this Table are the spring and fall totals. The school districts contained within the Employment districts are identified on Table XVIII. All May data are for 1966; all Sept.-Oct. data are for 1965.

TABLE XIX (Continued)

Employment Area	Date	Number Children	Number Children Reported By School Districts
Pocatello	May 13	28	
	May 27	42	11
	Oct. 14	112	6
Rupert	May 13	84	
	May 27	560	Not available
	Oct. 14	504	111
Twin Falls	May 13	76	
	May 27	294	14
	Oct. 28	84	23
Weiser	May 13	70	
	May 27	109	
	Sept. 16	196	21

Summary

From the data attendance obtained, it would appear that, in the fall, 10 out of the 28 participating school districts had an average migrant attendance and membership of 4 weeks or more. Twelve school districts had a similar period of attendance or membership in the spring term. Not all these districts were the same. The districts which had the four week or more average attendance for both spring and fall terms were Buhl, Caldwell, Canyon, Homedale, Pocatello, Snake River, Weiser, and Wilder. It would appear that, in some districts, migrant children's duration of stay has been long enough to warrant the consideration of short term educational units or programs appropriate to these children's needs. In addition, it would seem from the grade level data provided that there is probably a very high drop-out rate. Eight of the 17 reporting districts had 1 student in the highest given (eighth). Five districts had 9 to 31 migrant students in the 1st grade. The number decreased to 2-4 students in the top grade listed. Attendance showed a definite decline at the upper grade levels, much greater than for the similar total Idaho public school enrollments for the same period of time.

No estimations of the number of school age children (6-15) who accompanied migrant workers were made. There was no adequate data for this age group.

X. SUMMARY OF RESPONSES TO QUESTIONNAIRES

In the fall of 1965 questionnaires were mailed to the superintendents of 28 selected school districts in southern Idaho. Questionnaires were returned by 24 district superintendents, for an 86 percent response. Of the four non-respondents, three made no response: however, one superintendent who did not return the questionnaire answered by letter that his district did not have any migrant children. Presented below are summaries of the responses to each question on the questionnaire with resumés on related questions.

Responses Relating to School Census and Attendance

Not all the questions on the questionnaires pertain solely to migrant children. Questions one through five in this section were applicable to all students.

1. "Is a school census of children taken in your district? If yes, when and how often is the census taken?"

All 24 district superintendents responded. Fifteen superintendents replied "no". One of these superintendents commented that the district referred to the national census for data. Nine superintendents replied "yes". Two of the nine indicated that the census was taken once very 5 years. Six superintendents indicated a yearly census. Two of the six used their spring pre-registration as the form of census; while two others said that the census was taken in the fall. One superintendent indicated that a census was taken twice a year, September and March.

Eight respondents giving a "yes" response replied that school administrators, either superintendents or building principals, were responsible for making the census.

2. "Are migrant children included in the census count?"

Fourteen superintendents made no response to this question. Four superintendents responded "no" and four others replied "yes". One respondent stated that the district had no migrant children. Another respondent replied with the comment that the parents brought the children to school.

3. "Are school attendance laws enforced in your district?"

One superintendent replied that the attendance laws were not enforced for the migrant children. The others did not comment on the enforcement in regard to migrant children and responded as follows:

Number of Respondents	Responses
13	moderately
9	strictly
1	fairly strictly

4. "Is a truant officer available?"

Number of Respondents	Responses
14	no
9	yes

Three of the superintendents who responded "yes" indicated that they had a full time truant officer. The other six affirmatives indicated that they had part time truant officers. One superintendent made no response.

5. "If there is no truant officer, who handles truancy problems?"

Thirteen superintendents stated that truancy problems were handled primarily by school personnel. Those mentioned as being involved were superintendents, principals, school nurses, and school counselors. One superintendent made the comment that, according to state law, it was the parents' responsibility to keep the children in school. Four responding superintendents indicated that they also had the assistance of a lawyer, the courts and/or the police. Three superintendents said that they left truancy problems to the sheriff or police. One respondent indicated that no one handled truancy problems for the migrant children. Seven superintendents made no response.

6. "Does your school district attempt to have all migrant children in school?"

Twenty superintendents replied "yes" to this question, three answered "no". One superintendent made no response.

7. "How do you determine the number of migrant children in your district?"

Twelve superintendents indicated that some attempt was made to determine the number of migrant children. Seven of these respondents said that they relied on figures given to them by labor camp managers. An additional source used by one superintendent was the county agent's office. Five respondents stated that they relied on information from employers or farmers, or from school enrollment figures. Four superintendents indicated that they did not attempt to determine the number of migrant children in the district.

8. "Are agricultural employers interested in seeing that the migrant children attend school rather than work in the fields?"

Eleven superintendents replied that most of the employers were interested. Eight superintendents responded that some were interested and four others made the response that few farmers were interested. One superintendent did not respond.

9. "Do you feel that the parents of migrant children are interested in keeping their children in school?

Six superintendents responded "no". Nine superintendents stated that most parents were interested in keeping their children in school. However, two of these respondents qualified this by saying "up to the 8th grade", or "in the lower grades". Six superintendents indicated that only some parents were interested. One superintendent stated that he did not know. Two superintendents did not respond.

Summary Relating to Question 1-9

An accurate migrant child school census does not seem to be widely taken. Sixty-two and a half percent of the districts had no census taken. Of the 37 1/2 percent which have censuses taken, two-thirds of those taken were yearly censuses. One-third of these were definitely spring preregistration for the following fall. One might note that this type of census rarely includes migrant children.

In regard to the inclusion of migrant children in the census 58 percent of the respondents did not answer this question. Only 16 percent of the respondents gave a "yes" response. From the various figures reported it would seem that an accurate count of children in school districts is not of wide concern, nor is there much indication of efforts to include migrant children in the census count.

School attendance and truancy seemed to be of moderate concern in many school districts Approximately 58 percent of the reporting districts had no truant officer. These districts relied on other school personnel to deal with truancy problems. As these people are apt to be busy with their school jobs one might question their efficiency in regard to truancy problems.

In reporting the enforcement of attendance laws approximately 58 percent of the reporting superintendents stated their enforcement was moderate. Interest of farmers and of parents of migrant children in school attendance as reflected by the reporting school superintendents seemed to be moderate. Nearly half of the respondents indicated that the farmers seemed interested in seeing that the migrant children attended school. Approximately 45 percent of the respondents indicated that the parents of migrant children were interested in schooling for their children, at least through the elementary grades.

In regard to the number of migrant children in the districts nearly 42 percent of the responding superintendents indicated that they relied upon information from the farmers. Approximately 58 percent of the reporting superintendents used information from labor camps. One would question the reliability of this information received, since the accuracy and frequency of information provided would depend considerably upon the interest and concern of the farmer. From the apparent lack of records kept in many labor camps, particularly in regard to the migrant children, one could question the advisability of using the camps as a source of information.

Enrollment and Peak Periods

10. "How many migrant children are there in your school district during fall, winter, spring, and summer?"

Eleven school superintendents responded with estimates of the number of migrant children in their districts. These are listed as follows:

School	Fall	Winter	Spring	Summer
American Falls	5	NR*	NR*	NR*
Blackfoot	75	NR	75	NR
Buhl	under 12	0	under 12	NR
Emmett	30	0	0	NR
Homedale	105	60	105	unknown
Jerome	120	0	120	0
Marsing	100	10	15	150
Melba	2-3	0	under 15	NR
Nampa	50	few	50	100
Pocatello	5	NR	NR	NR
Snake River	56	20	60	NR

*NR means no response

Five superintendents gave the response "no record".

one superintendent stated that most of the migrant families now stay the year round. Four superintendents did not respond.

11. "How many migrant children attend your elementary schools during the fall, winter, and spring?"

Of the nineteen superintendents responding, thirteen gave estimated numbers of migrant children attending school.

School	Fall	Winter	Spring
American Falls	5	NR*	NR
Blackfoot	65	NR	65
Buhl	8	NR	8
Emmett	30	0	0
Homedale	105	60	105
Jerome	20-30	0	20-30
Marsing	35-40	3-5	35-40
Melba	2-3	0	up to 15
Nampa	25	8-10	25
Parma	32	20	47
Pocatello	5	NR	NR
Snake River	56	20	56
Wilder	90	107	100

*NR means No Response

Three superintendents stated that they had no migrant children in school. Three others indicated that they did not know how many children there were. Five made no response.

12. "How many migrant children are registered in each of the following classes?"

	Grades											
School	1	2	3	4	5	6	7	8	9	10	11	12
Amer. Falls		1	2	2								
Blackfoot	12	12	12	10	10	6						
Emmett	6	3	4	5	3	2	3					
Melba	2	1										
Parma	12	14	10	1	8	4	4	2	1			
Pocatello		1	2	2								
Snake River	17	15	9	9	5	1	(few remain in jr. high)					

Seven superintendents provided the above information.

Three superintendents responded that they had no migrant children. Two others did not know. Twelve superintendents made no response.

13. "At what approximate date do the migrant families start moving into your district in the spring?"

Twenty-two superintendents responded. Two gave no response. The approximate dates are listed below with the number of superintendents giving the response.

Number of Respondents	Date Given
1	late February
2	March
1	March and April
10	April
6	May
1	late May-early June
1	"spring"

It may be noted here that for most school districts April and May are the important periods of influx, particularly April.

14. "Approximately when do the migrant families leave your area?"

There were twenty-two responses to this question. Two superintendents did not respond. There seemed to be a number of districts whose migrants left from mid-September through early November with a concentration in late October through early November. However, one superintendent gave May 30th as a departure date and three other superintendents stated that the migrants left during the summer months. The responses given are summarized as follows:

Number of Respondents	Date Given
1	May 30
	summer months
3	September
3	October 1-5
6	late October
5	November 1-15
1	no specific date

15. "When are the peak periods for enrollment of migrant children in school?"

The responses fell into different patterns: spring, fall, and spring-fall. Six districts had their peak periods only in the spring. Four of these had their peaks during April and May: two had peak periods in May. Eight districts had peaks in the fall term. Four reported September, two reported September-October, and two said "fall term". Six districts had peak periods in both spring and fall terms. Three reported April-September. One district indicated a peak in April and then again in September and October. Another had peaks in May and in October. One superintendent stated that the district had no summer school and made no response regarding peak period of enrollment. Another superintendent replied that there was no peak. Two superintendents did not respond.

Summary Relating to Questions 10-15

As is seen from dates presented, spring and fall terms are the ones which are of most concern to a number of school districts, since these periods represent the influx of migrant children into the school districts. (In personal interviews with administrators from Caldwell, Nampa, Weiser, Wilder, Twin Falls, and Blackfoot, mention was made of the increasing number of Mexican migrant families from Texas who were settling permanently in these areas, thus presenting a type of educational problem). April and May were the periods of heavy spring influx. Fifty percent of the respondents reported April and thirty percent reported May as peak influx periods. Fall peaks occurred during September and early October. Thirty percent of the districts reporting had both spring and fall peak periods. When comparing the responses to question 14 and 15, it was observed that the peak fall enrollment was stated as being mostly in September. Yet for periods of departure of migrant families, there were eleven superintendents who reported late October-early November, as compared with three who reported early October. This might indicate that migratory children are not kept in school for the full duration of their stay.

Migrant Children: School Facilities and Education Programs

16. "Are the migrant children integrated into the regular classrooms?"

Number of Respondents	Responses
21	yes
1	where possible
1	most--some attend labor camp school
1	no response

17. "Are some classes segregated?"

Number of Respondents	Responses
21	no
2	yes
1	no response

From the responses to questions 16 and 17 it would seem that the migrant children were integrated into existing classrooms whereever possible. Wilder, with its heavy influx in spring and fall, has provided special classes for migrant children (grades 1-3) at the labor camp. The upper grades were integrated into the district's public schools. Canyon District 135 conducted a school at the Franklin Labor Camp.

18. "Where are segregated classes located?"

Nineteen superintendents did not respond. Three stated "none". Two superintendents indicated that the segregated classes were at labor camps.

19. "Are additional classrooms available for expansion when migrant children arrive?"

Sixteen superintendents responded "no". Two of the sixteen indicated that there was no need for extra class space. One superintendent commented that the migrant children were integrated into existing classrooms but that this overloaded the classes during the peak periods. Six superintendents stated that they had extra classroom space available if it should be needed. Two superintendents did not respond.

20. "Does your district hire additional teachers during the migrant children influx?"

Nineteen superintendents answered "no". One of these nineteen commented that the district should hire additional teachers for the influx. Three superintendents indicated that they do regularly hire extra teachers. Two of these superintendents stated that they hired teachers for both spring and fall terms. Another superintendent responded that he hired extra teachers about 1 out of 5 years.

21. "Do you feel that your regular school program meets the education needs of the migrant children?"

Nine superintendents responded "yes" to this question. Comments accompanying some of these answers were:

"For many, yes; for some perhaps not."

"For those who attend. Since we have very few, we are able to provide more attention.

"There is a language barrier in some cases."

Twelve superintendents answered "no". Comments made in connection with this response were:

"They are not up on school work and cannot do regular work."

"Limited facilities."

"Some desperately need remedial work which we cannot offer at present (not just reading)."

"Remedial work should be provided."

"Impossible under present conditions."

"Most migrant students are two or three grade levels behind our regular students. We take them into remedial reading groups, but it is difficult to help them very much for the time they are here."

"Most seem to be in grade levels below age level."

Two superintendents did not answer "yes" or "no", but made the following comments:

"Depends who defines 'need'. No school can meet the needs of children not regularly enrolled."

"As well as most. If there are no language barriers we seem to meet their educational needs quite well."

One superintendent did not respond to the question.

22. "Does your district have a summer school for migrant children?"

Nineteen superintendents answered "no". One superintendent did not respond. Two made the following remarks:

"We had project Head Start this year."

"We have a summer program for those interested and those who need it and can arrange transportation."

Two respondents answered "yes" to question 22. One superintendent described the program as a "community action program in co-operation with schools". The other superintendent stated that it was an Office of Economic Opportunity program operated in conjunction with the school district. The summer session would open June 15, 1966 and operate for eight weeks. Two superintendents made no "yes" or "no" responses, but did make the following comments:

"available this year" (1966)

"We do run an eight week kindergarten for pre-school children and try to encourage these children into the program."

23. "Is the summer school operated by

- a. your school district
- b. Migrant Ministry
- c. Opportunity Act
- d. VISTA
- e. others (please specify)"

Fourteen superintendents made no response to this question. Five respondents indicated that they are sponsoring programs under the Economic Opportunity Act. One of these respondents stated the OEO program is a kindergarten program for pre-schoolers to which migrant families are encouraged to send their children. In addition this particular district operated a summer school program open to all students. Further, the kindergarten program was operated during the summers of 1965 and 1966.

Four districts were conducting summer school programs which were open to all students, not just the migrant children. One superintendent replied "none", but that the district was planning a summer school and day care program for migrant children to be financed under the Office of Economic Opportunity beginning with the summer of 1966. Two superintendents responded with comments indicating that one district sent children to summer school in Nampa in 1965 and the other district was considering transporting children to the Caldwell summer school.

24. "Have there been summer schools in past years?"

The superintendents of eighteen districts responded "no". Five others responded in the affirmative. The respondents indicated that their summer programs were operated by the school districts for all the children who desired or needed to attend and were not particularly for migrant children alone. One superintendent did not respond to the question.

25. "Would a summer session for migrant children be desirable if it were possible to have one?"

Number of Respondents	Responses
11	yes
3	uncertain
4	no

Two of the negative responses added the comment that there were not enough children present in the summer time. One superintendent, not included in the numbers above, rewrote the question to read "Would a summer session available for all children be desirable if it were possible to have one?" and then responded "yes". Since the meaning of the original question had been changed, this response was not included in the "yes" response.

26. "Would any of your community organizations be willing to support such a summer school program?"

Number of Respondents	Responses
1	yes
6	no
3	don't know
3	uncertain
1	as a Federal program
1	PTA only organization
7	no response

27. "If a summer school could be started, would the following be available?"

a. administrative responsibility by the school district
b. buildings for classrooms
c. transportation
d. teachers

Seven superintendents responded "yes" to all items in question 27. Nine superintendents indicated that some of the items listed would be available. Four superintendents made no response to any of the items.

Number of Respondents	Responses
Administration	
6	yes
2	no
1	no response
Classrooms	
6	yes
3	no response
Transportation	
1	yes
2	no
1	uncertain
3	if cost could be met
1	not needed
1	no response
Teachers	
3	yes
1	no
1	as extended employment
1	uncertain
3	no response

Four superintendents made qualifying answers in the form of comments.

"Only if feasible."

"Yes, but finances needed."

"Can't answer."

"No. Not financed by the district."

28. "In general, what is the attitude of your community

a. toward the migrant workers?
b. toward the education of migrant children?"

Eleven of the superintendents indicated that the attitude of the community was "good". The remaining twelve responses ranged from excellent to "a necessary evil"

Number of Respondents	Responses
11	Good
1	Excellent
3	Fair
1	Indifferent
1	No interest shown by community
1	Good if they (migrants) work
1	Worker "a necessary evil"
3	Workers are needed
1	Don't know

One superintendent did not respond

In regard to community interest in the education of migrant children the responses were as follows.

Number of Respondents	Responses
12	good
4	fair
1	don't know

There was no response on five of the questionnaires.

Summary of Questions 16-22

Segregation of migrant students was not generally practiced by the reporting school districts. The exceptions seemed to be limited to two districts (Canyon and Wilder) which operate classes at their labor camps because of insufficient space in the regular schools. According to the Wilder elementary principal, classes for grades one through three are held at the labor camp. The migrant children in grades above these attend the classes in the elementary school building. Another school district (Weiser) has been providing a special class, when necessary, for migrant children having difficulty speaking English.

Overcrowding of class rooms during peak enrollments[1] was a problem mentioned by two district superintendents. Hiring of additional teachers seemed to be done regularly in three districts.

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[1] From this investigator's personal experiences and from interviews with teachers, one might suspect that it was a more common problem than was indicated by the responses on the questionnaires.

On the subject of the school programs meeting the educational needs of the migrant children, approximately thirty-eight percent of the respondents stated that their programs were meeting the needs of these children. On the negative side 50 percent stated that they were not. The respondents specifically pointed out the need for remedial work, the educational retardation of migrant students, and the limited facilities of the schools.

It appeared that summer schools have been few--two were primarily for migrant children. Five districts have been operating summer schools for all children in the districts. The responses seemed to indicate an interest in summer sessions. Nearly 50 percent of the respondents favored summer schools for migrant children. There was some indication of district support for summer programs. Nearly 33 percent of the respondents indicated support for administration, classes, transportation, and teachers; while 38 percent indicated partial support. From the responses made and the accompanying comments, it would seem that financial difficulties probably are a major deterrent. Community interest in the migrants as reflected by the respondents seemed moderate.

Finances and Assistance Relating to Migrant Education

29. "Is your district making use of the special mill levy authorized by the state legislature?"

Seventeen superintendents replied "no". One respondent indicated that the district had levied 3 mills in the past but was no longer using the levy. Five districts were using the full five mill levy. One of these respondents stated that the levy had been used since 1960. Two superintendents made no response.

30. "If the levy is used, for what purpose other than migrant education is it used?"

Number of Respondents	Response
2	general fund
1	used for all children
1	no other purpose
1	(did not say)

The superintendents of nineteen districts did not respond to question 30.

31. "Do the agricultural employers or others give any special aid toward the education of migrant children?"

Number of Respondents	Response
21	no
2	yes

The assistance was described as classroom space at the labor camps. One superintendent did not respond to the question.

32. "Do you have any in-service training for your teachers pertaining to the teaching of migrant children?"

Number of Respondents	Response
22	no
1	yes

There was no response from one district.

33. "Is there need for more in-service training for your teachers of migrant children?"

Number of Respondents	Responses
11	yes
10	no

There was no response from three districts.

34. "Has your district developed any special curriculum materials for use in teaching migrant children?"

Number of Respondents	Responses
19	no
3	yes

Two of the affirmative respondents did not specify or give any details. The third respondents said "testing and special reading materials". Two superintendents did not respond to question 34.

35. "By how much does the migrant influx increase district cost?"

Six superintendents gave the following figures.

District	Total	Average per child
Blackfoot	$ 51,000	$680
Caldwell	5 mill levy	no response
Canyon	$ 15,500	no response
Emmett	$ 350 -$500	about $15
Snake River	no figure given	average $327
Wilder	$9,000	no response

Five superintendents answered "don't know". Seven others replied "none" or "negligible". One stated that the ADA balanced cost increase. Another superintendent responded "impossible question". No response was received from four districts.

36. "What percent is this of your total cost?"

Number of Respondents	Response
1	3.54 percent
1	2.5 percent
2	1.0 percent
1	"a trace"
1	"don't know"

Eighteen superintendents did not respond.

37. "What are some of the problems which arise in your schools in regard to the education of migrant children?"

Seventeen school superintendents responded to this question and seven did not. Two respondents replied that the migrant children presented no special problems. Other respondents listed one or more items that were of concern to them. The types of problems receiving frequent comment were: (1) poor use of English language and the accompanying communication problems; (2) being overage for the grade level: and (3) inadequate attendance.

Seven superintendents mentioned the problem of inadequate knowledge of English and the resulting communication problems, the lack of regular attendance, and the relatively short duration of the children's attendance. Five respondents felt that another problem is grade placement with so many migrant students being below grade level for their age. One superintendent mentioned that some of these migrant children become "misfits". Three respondents mentioned class size and over-crowding of classrooms, particularly during peak periods.

Other single comments were:

"lack of parent co-operation in regard to attendance"

"need for additional supplies for short periods of time"

"transportation"

"migrant children want to go to same school and all be in the same room".

38. "What do you feel is needed in the way of assistance (financial, materials, personnel, etc.) to improve migrant education in your schools?"

The superintendents of sixteen schools responded· eight did not.

The respondents referred most frequently to finances, personnel, and curriculum materials. The need for financial assistance was mentioned by six; one commenting "Money will cure most all of our problems". Another district said that money was need "to run separate program to reach the children". Five districts indicated needs in personnel. "Better trained", and "qualified" were terms used by two districts. Two districts mentioned need of truant officer.

Other comments made by various reporting districts were:

"Better understanding of these children and their life."

"Change in attitudes of these local farmers and parents of migrant children."

"Records from previous schools"

"Remedial English"

"Co-ordinated nation program. One state can't solve the problem of the migrant."

"summer school"

"Materials and more use of audio-visual materials" (two districts)

One district commented "not involved" since there were so few children in the district.

39. "What do you believe would be a good educational program for migrant children in your district?"

Thirteen school superintendents made no response. One respondent commented that it would take time to write this up and made no suggestions.

Ten superintendents responded and made the suggestions listed below.

"Language--so children could participate more easily when they enter."

"National laws on attendance"

"Ungraded program covering all subjects"

"A remedial language arts program to get the youngsters to reading level for proper grade placement"

"Summer program"

"'Continuing' education program with teacher accompanying the students and financed under some federal program."

"A school with few migrants suggested 'bussing' children to a larger, neighboring district, tuition to be paid by the sending district."

One superintendent listed items that he believed to be important and needing attention.

Ability to obtain information--in time--from their last school. Ability to finance special teachers.

purchase necessary materials and textbooks to meet individual needs of the students.

Special services available to assist those who have health problems; lunch funds; testing; psychologist and social worker services; special classes for parents (usually this is difficult in areas where all parents must have some adult classes or orientation session. Some even need to be taught the English language so they can communicate with the people they come in contact with and so they can assist their students at home with some of their school problems.)

Some means of identifying them when they arrive so that we can get the students into school. Some migrant workers prefer that school officials not know they are in the area as it means placing a'productive worker' of the family into school.

Summary of Question 30-39

In regard to finances, 5 of the reporting districts made full use of the special 5 mill levy for migratory child education. One superintendent reported that the funds so raised were used for migrant child education. The average cost per migrant child to the school districts ranged widely--from a negligible amount to an average of $680 per child. There were relatively few responses to the questions regarding costs of educating migrant children. Consequently, it is difficult to determine the amounts and how aware the superintendents are of the costs involved in educating migrant children in their respective districts. Districts with relatively few migrant children are probably less affected since it is usually easier for these districts to absorb the migrant children in the school system.

Most school districts did not seem to provide inservice training for their teachers. However, 42-8 percent of the respondents indicated a desire for such training. From the responses made in regard to special curriculum materials, one might presume that this is an area in which there has been little or no development.

The major problems pertaining to the education of migrant children as reported by selected school superintendents were: inadequate language and communication skills, retardation, poor attendance, and the overcrowding in classrooms which occurs during the periods of migrant influx.

The school superintendents generally indicated that they needed assistance with finances, personnel, and materials. Other areas mentioned which were listed as needing more attention were: improving attitudes of farmers and parents of migrant children toward educating the children, obtaining student records from previous schools, establishment of summer schools, and securing or developing suitable curricular materials. In regard to personnel, the superintendents indicated a desire for people who are better educated in the understanding of the migrant child's life and cultural background.[1]

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[1] A recapitulation of information provided on the questionnaires according to individual school districts is presented in Appendix G.

The data and opinions reflected in the responses to the questions on the questionnaire are not conclusive. However, taken collectively, there is an apparent problem of considerable magnitude in regard to the education of migrant children.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of this study was to determine some of the spatial and temporal patterns of Mexican migrant workers in southern Idaho, to identify school districts affected by the migrant influx, to determine the status of education for migratory children of Mexican workers in selected school districts in southern Idaho, and to ascertain where summer schools for migrant children might be feasible. Chief sources of information were the reports of the Idaho Employment Security Office and migrant labor camps, school districts, student attendance records, and responses to a questionnaire which was sent to the superintendents of selected Idaho school districts.

Summary

1. Data obtained from the Idaho Employment Security Office provided information pertaining to the origin of Mexican migrant workers and their families, the number of migrant workers, and their location in southern Idaho. During the period of this study it was found that a large majority of the migrants came from Texas, particularly southern Texas. Approximately 90 percent of the 474 Idaho Agricultural Worker Schedules examined for 1966 had

originated in Texas. The total number of migrants listed on these Schedules were grouped, by the investigator, as follows: 9,589 individuals; 6,199 workers (82 children were listed as workers on the Worker Schedules); 3,444 children or individuals under age 16. It was discovered that the number of children, individuals under age 16, constituted 56 percent of the migrant worker population (workers over the age of 16). This percent was then used by the investigator to estimate the number of children under age 16 in the various selected employment areas.

2. Twelve areas in Idaho received the greatest number of migrant workers and their accompanying families. These areas were Blackfoot, Burley, Caldwell, Emmett, Idaho Falls, Jerome, Nampa, Payette, Pocatello, Rupert, Twin Falls, and Weiser.

Since the majority of migrant workers are contracted to work in the sugar beets, they move to the beet raising areas in the spring and early summer. They apparently locate throughout the summer according to crop labor demands, working in crops such as onions, corn, peas, beans, and fruit. The fall labor demand centers mostly in the geographic areas where sugar beets and potatoes are harvested.

3. Six employment areas were identified as having moderate to large spring influx of migrant children. These areas and the estimated numbers of migrant children (figures

were for late May, 1964) were: Caldwell (897), Idaho Falls (112), Nampa (101), Rupert (560), Twin Falls (294), and Weiser (109).

4. Eleven employment areas were identified as having moderate to large summer influx of migrant children. These areas and the estimated numbers of children for early July 1964 were: Blackfoot (448), Burley (646), Caldwell (784), Emmett (112), Idaho Falls (224), Jerome (158), Nampa (196), Pocatello (728), Rupert (784), Twin Falls (392), and Weiser (151).

5. Six employment areas were identified as having a sizeable fall influx of migrant children. The estimated figures were for mid-October 1964. The areas were: Blackfoot (560), Burley (560), Emmett (224), Idaho Falls (560), Rupert (504), and, for mid-September, Caldwell (1050).

6. The data solicited from the labor camp managers were not used to supplement other data nor to make comparisons since the data were chiefly estimates and some data deviated greatly from Employment Security Office information. The reports from the camp managers indicated a tendency of the migrant child population to vary from 50 to 200 percent of the migrant worker population. On the six reports which included information on the migrant children at the age levels of 1-5 and 6-15, these two age groups were approximately equal in size.

7. The data received for the 1965-66 school year from the selected school districts indicated that certain school districts, primarily in the Caldwell area--Caldwell, Homedale, Nampa, Canyon, Parma, Wilder, and Twin Falls--had influxes of migrant children during both fall and spring terms; the actual reported numbers of children ranged from 15 in Homedale to 125 in Wilder. Another district in the Caldwell area--Notus--had its influx in the spring term with 37 students (1965-66 school year). An area having a rather heavy migrant influx was Rupert where the Minidoka District reported 111 migrant students for the 1965-66 fall term. Snake River and Weiser had their heaviest migrant influx in the fall term, reporting 58 and 130 students, respectively. Districts which reported small migrant student populations for either fall or spring terms--15 or fewer students--were Buhl, Emmett, Jerome, Melba, Payette, and Pocatello. Idaho Falls reported that the district had no known migrant students.

8. Duration of school membership for migrant children was reported with the following averages. One district had a fall average membership of 44.1 days, six districts had average memberships of 30.5 to 37.2 days, and four other districts had average memberships of 22.2 to 25.9 days. Average absences for all reporting districts were 2-3 days. For spring averages, three districts had migrant child average memberships of 34.3 to 36.3 days, and nine

other districts had 20 to 29.9 day memberships.

9. The data provided by the school districts indicated a very high rate of drop-out among the migrant students. Thirteen out of sixteen reporting districts had three or fewer migrant students at the highest grade level given (eight grade for most). The first grade enrollments in all the districts ranged from 1 to 31 migrant students. The eighth grade was the terminal grade level attended for the migrant students in 13 of the 17 reporting school districts. The migrant students reported in this study had a drop-out rate four times greater than Idaho's statewide average,

10. It had been assumed that data concerning migrant children obtained from the Employment Security Office could be used to make some comparison between reports of the locations of migrant children and the attendance records of the school districts. A satisfactory ratio to be used in estimating the number of school age children in the Employment districts was not obtained. However, the estimates of the number of children, individuals under the age of 16, were obtained from data provided by the Employment Security Office and presented since it was assumed that these figures were indicative of the location of migrant children at selected intervals. Furthermore, these figures do give an indication as to whether any migrant children are probably present or not. Thus, when a school district reports no

migrant children in school while at the same time the Employment Security Office figures indicate the presence of a number of migrants and children, then one might assume that more detailed investigation should be considered.

11. A summary of the responses made by the 24 of 28 district superintendents who responded to a questionnaire brought out the following points:

a. Indication that many school districts do not have school censuses taken. Approximately 60 percent of the respondents indicated no census was taken. Sixteen percent indicated that migrant children were included in the censuses that were taken.

b. Indication that interest on the part of school districts, farmers, and parents of migrant children that migrant children attend school seemed moderate.

c. Children were not normally segregated unless there is insufficient space, or for a special remedial class.

d. Fifty percent of the respondents felt their educational programs inadequate; 38 percent felt the educational programs were adequate.

e. Summer school programs for migrant children were favored by 50 percent of the respondents.

f. Financial difficulties seemed to be a major deterent to migrant educational programs.

g. Five school districts were using the special 5 mill levy although how it was applied to migrant education was not clear in four of the districts.

h. Estimations of costs of educating migrant children varied widely--from a "trace" to $680 per child.

i. In-service training for teachers of migrant children was not generally given; however, forty-three percent of the respondents indicated a desire for such training.

j: No adequate response was made to indicate that special curricular materials had been developed. A desire for such materails was indicated by two respondents.

k. Major problems of educating migrant children in Idaho schools seemed to center around inadequate language and communication skills, retardation, poor attendance, and class-room over-crowding during influx periods in the schools.

It must be remembered that these remarks and responses were made by a selected group of school district superintendents and do not reflect all Idaho school districts.

Conclusions

1. Migrant children are present in specific locations in southern Idaho in sufficient numbers and for a sufficient duration to warrant the development of educational programs appropriate to their unique needs and possibly the establishment of summer schools in at least six areas. The six areas are Caldwell, Idaho Falls, Nampa, Rupert, Twin Falls, and Weiser.

2. Awareness among the selected school superintendents of migrant child educational problems appeared to vary considerably--from little to considerable.

3. Although an exact determination of the number of school age migrant children in selected areas was not possible, the estimates might be used as a base to be

verified by a follow-up study.

4. There appears to be a lack of co-operation or exchange of information among different agencies which deal with migrants and/or migrant children--the Idaho State Department of Education, the local school districts, the Idaho Employment Security Office, and labor camp managers.

Recommendations

1. A greater, more intensive effort should be made to determine the number of migrant children, particularly those of school age within the affected school districts. Some specific suggestions are:

   a. A comprehensive school census be taken at least once a year during a period of migrant influx. For school districts having both fall and spring influxes, it might be advisable to take a census in both terms, perhaps every two years after the initial year.

   b. School districts and local Employment Security Offices should co-operate more closely. The local Employment Office has information pertaining to the number of migrant laborers contracted, the names and addresses of employers, the number of migrant individuals, and the approximate duration of stay. These figures would not include the "free-wheelers".

   c. School districts should make arrangements with labor camp managers to set up a record system where a more accurate count of migrant children according to age groups 1-5 and 6-15 could be made at selected times.

2. Attendance should be more fully enforced with special efforts made to get migrant children into school. This is particularly important in the early fall when many

children fail to start school and again in the spring when the children arrive from other areas. The habit of attendance is important for these children as well as the schooling itself.

a. Greater attention needs to be given to the position of truant officer. It would seem that the larger districts should have a full time officer. Choice of a part time officer is difficult, but it should be someone who will have the time to do the job properly. It is doubtful whether it is wise to leave the problem to school personnel alone as they usually are fully occupied.

b. School personnel and members of the community need to co-operate on the matter of attendance, particularly the agricultural employers. Since many migrant workers work under a crew leader or crew contractor, the employer often does not have any direct dealing with the individual workers. Thus, it would be relatively easy, whether purposely or otherwise, to overlook older children who might be working in the fields.

c. School personnel and appropriate community members need to maintain contact with the parents of migrant children and encourage the parents to keep their children in a school as long as possible. This is an "up-hill battle" in many cases, but it is something that must be done because the parents' support is vital.

3. The State Department of Education should co-operate more closely with the Farm Service Office of the Employment Security Office in regard to the movement of migrant workers and individuals within Idaho--their origins, numbers, locations, and lengths of stay. Appropriate information could be summarized and forwarded to the affected school districts. Also, the State Department of Education

could notify school districts of possible changes in migrant movements. Increased mechanization, crop variations, and development of irrigation projects can affect migrant influxes and patterns of movement.

4. The State Department of Education should co-operate with and assist the districts having influxes of migrant children.

a. The State Department of Education should review curriculum developments in other states having educational problems with migratory children. The Department should organize a curriculum resource center at state level and provide necessary consultants and specialized personnel to assist schools having problems.

b. The State Department of Education should provide in-service training programs for teachers of migrant children. This program should include study of cultural and economic problems of migrant workers and their families as well as the educational problems of the migrant children.

c. The State Department of Education should provide various types of aid to school districts having relatively large migrant influx. This aid could be financial, extra and/or specialized personnel, needed supplies, and curriculum materials.

d. The State Department of Education and the affected districts should co-operate in regard to maintaining at least for several years and then at periodic intervals, thorough school attendance records of the migrant children actually attending schools in Idaho. These records should include each child's age as well as his attendance data. These records should include the town and state from which the child has recently come and, upon his departure, the town and state to which he is going.

e. The State Department of Education should work

> with the school districts in making a more detailed study of the finances involved in educating migrant children. It is necessary to have close estimates of actual costs so as to be able to calculate actual financial needs. Financial aid seems to be important and necessary for most of the districts.

5. The State Department of Education should assist school districts in setting up summer school programs for migrant children wherever practicable.

6. The State Department of Education should maintain contact with the Texas Educational Agency. The Department should ascertain what texts, reading series, tests, and units are being used at various grade levels and which ones are used in the schools from which these children come. This information should then be made available to the Idaho school districts and their school principals.

7. Some type of regional agency or organization should be formed. Suggestions for some actions to be taken at the school district and state levels have been made. However, action at these levels probably will always be very limited. The mobility of Spanish-American migrant workers and their families and the complexity of some of their socio-economic, cultural, and educational problems seem to preclude any real achievement unless there is some type of federal agency to provide leadership, direction, and financial support.

The directing agency could be the Office of Migrant

Education of the Department of Health, Education, and Welfare. Under this Office regional divisions could be organized according to the major migrant "streams". The reason for suggesting this type of organization is that most agricultural migrants follow regional patterns of movement in a given season. Thus a regional type of organization would include areas covered by particular groups of migrants. These regional organizations would be better able to obtain and disperse information and data to the affected states. Working with the Departments of Education of these states, the regional organizations would financially support and otherwise assist school districts in providing and improving migrant education programs. These programs should also include kindergarten and adult classes.

The following suggestions are made pertaining to personnel and activities of the regional organizations.

a. The regional organization could include educational representatives from the State Education Departments of the affected states and also specialists in the fields of sociology, agriculture, labor, health, education, and such others as found to be necessary.

b. The organization could provide specialized personnel to assist state departments and school districts.

c. The organization could provide teacher educators for directing workshops and in-service training of the teachers of migrant children.

d. The organizations could obtain data pertaining to the location of migrants, patterns of movement, places of origin, and provide the states with the needed information.

e. The organizations could obtain school data from the "home" or "wintering" schools and forward this information to the appropriate northern states.

f. The regional organizations could establish better co-ordination of educational programs between the northern states and the southern or "wintering" states. Greater exchange of information in regard to texts, tests, and other educational materials and programs being used in the various states is needed.

g. The organizations could direct and undertake research as needed. For example: make a more accurate count of school age migrant children accompanying migrant workers; make a more accurate count of school age migrant children in selected areas;study patterns of movement in selected areas; study the composition of migrant crews and the length of time the members stay together as a group for consideration of a "school-mobile" to accompany workers; direct research in the ethnic background of the migrant workers in Idaho and attempt to determine the number of migrants who are of Mexican extraction; direct a "one day" census of all migratory workers and individuals on a specified date to blanket southern Idaho. This census could be under the joint auspices of the Idaho State Department of Education, Idaho State University, Office of Economic Opportunity, and the U.S. Office of Education.

h. The organization could direct the development of special curriculum materials.

This is not the only possibility as far as higher level organization is concerned. The essential point is that something be done and that the organization have sufficient authority and financial backing to be effective.

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APPENDICES

APPENDIX A

COVER LETTER AND QUESTIONNAIRE MAILED TO SELECTED SCHOOL SUPERINTENDENTS IN SOUTHERN IDAHO

(Date)

(Salutation)

Before you impetuously heave this letter and its contents into the wastebasket, read to the end of the sixth paragraph. You would be missing the important parts.

I am sure that you have given much thought to the problems of Spanish-American migrant children in Idaho and to their education. (Whoa! Not into the wastebasket yet!) School districts have found it difficult to accomplish much individually and there is need for a broader approach. However, detailed information on the migrant situation throughout the state is lacking and there is little co-ordination. (You are doing fine. Keep going.)

I am doing a research study on migrant education in Idaho and one of the things I am attempting to determine is the number of Spanish-American migrant children in various school districts during specified periods. I need your assistance in obtaining the records of their attendance for this school year (1965-66). The periods I am particularly concerned with are the fall months-September to December- and the spring months- March to June. I am enclosing some copies of a form for your convenience on which is indicated the information desired - age, grade, placement, entry and withdrawal dates, re-entry, total attendance and absence. If the space provided is insufficient, the entries may be continued on the back of the form or on another sheet. (Don't groan, please. Surely you have some help.)

I have discussed this matter of migrant attendance with Mr. Carl Warner and others in the Idaho Department of Education, and they feel that this information would be most helpful to have. In planning, one usually needs to know the number of individuals involved.

I would appreciate it very much if you would send me the data on the fall attendance by December 15 and the spring attendance as soon as possible after the end of school in May.

To extend our knowledge of migrants and their education in various school districts I am also enclosing a questionnaire which I hope you can complete and return soon. Time goes by all too fast!

The findings of this study will be submitted to the Idaho Department of Education, to George Haney of the U.S. Department of Education in Washington, D.C. and to the Center for Cultural Studies at Adams State College, Alamosa, Colorado. Of course, the findings will be available to anyone desiring them. Districts planning to make use of federal funds available through the Economic Opportunity Act and the Elementary and Secondary Education Act of 1965 would probably find this study useful. If you are interested you might indicate that on the questionnaire.

Thank you for your time and co-operation.

Sincerely,

(Mrs.) Joan Soderstrom
Box 395
Nyssa, Oregon

Enc: Questionnaire
Migrant Attendance Report

QUESTIONNAIRE TO SCHOOL SUPERINTENDENTS

1. Is a school census of children taken in your district?

   Yes______ By whom________________ No______

   a. If yes, when and how often is the census taken?

   When________________How Often________________

2. Are migrant children included in the census count?

   Yes______ No______

3. Are school attendance laws enforced in your district?

   Moderately____ Strictly____ Not at all____

4. Is a truant officer available?

   Yes______ No______

   a. If yes, is he available?

   Part time______ Full time______

5. If there is no truant officer, who handles truancy problems?

   ____

   ____

6. Does your school district attempt to have all migrant children in school?

   Yes______ No______

7. How do you determine the number of migrant children in your district?

   ____

   ____

8. Are agricultural employers interested in seeing that the migrant children attend school rather than work in the fields?

   Most______ Some______ Few______

9. Do you feel that the parents of migrant children are interested in keeping their children in school?

____

____

10. How many migrant children are there residing in your school district during

a. Fall (Sept.-Nov.)__________

b. Winter (Dec.-mid-March)__________

c. Spring (mid-March-May)__________

d. Summer__________

11. How many migrant children attend your elementary schools during

a. Fall__________

b. Winter__________

c. Spring__________

12. How many migrant children are registered in each of the following classes?

1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____

10____ 11____ 12____

other (special, remedial, etc. Please specify) ______

____

13. At what approximate date do the migrant families start moving into your district in the spring?

____

14. Approximately when do the migrant families leave your area?

____

15. When are the peak periods for enrollment of migrant children in school?

____

16. Are the migrant children integrated into regular classrooms?

No______ Yes______ Explain____________________________

____

17. Are some classes segregated?

No______ Yes______ If so, explain _____________________

____

18. Where are segregated classes located?__________________

____

19. Are additional classrooms available for expansion when migrant children arrive?

Yes______ No______ Comments _________________________

____

20. Does your district hire additional teachers during the migrant children influx?

No______ Yes______

For what period of time? ____________________________

____

21. Do you feel that your regular school program meets the educational needs of the migrant children?

Yes______ No______ Comments _________________________

____

____

22. Does your district have a summer school for migrant children?

No______ Yes______ If yes, give opening and closing dates.

____

23. Is the summer school operated by

    a. Your school district___________

    b. Migrant Ministry_________________________

    c. Opportunity Act________________

    d. VISTA____

    e. Others (please specify) _________________________

    ____

24. Have there been summer schools in past years?

    Yes______ No______

    Dates____

    Operated by whom?____________________________________

25. Would a summer session for migrant children be desirable if it were possible to have one?

    Yes______ No______ Comments____________________________

    ____

26. Would any of your community organizations be willing to support such a summer school program?

    Yes______ No______ Comments____________________________

    ____

27. If a summer school could be started, would the following be available?

    a. Administrative responsibility by the school district?

       Yes______ No______

    b. Buildings for classrooms?

       Yes______ No______

    c. Transportation

       Yes______ No______

    d. Teachers

       Yes______ No______

28. In general, what is the attitude of your community

a. toward the migrant workers? ______________________

____

b. toward the education of migrant children?_____

____

29. Is your district making use of the special five-mill levy authorized by the state legislature?

No______

Yes_____

What part of the five mills is levied? ______________

____

30. If the levy is used, for what purposes other than migrant education is it used? ______________________

____

31. Do the agricultural employers or others give any special aid toward the education of migrant children? (Such as helping to supply classroom space, materials, etc.) Please specify.

Yes ______ No _____ Comments ______________________

____

32. Do you have any in-service training for your teachers pertaining to the teaching of migrant children?

Yes______ No ______ Comments ______________________

____

33. Is there need for more in-service training for your teachers of migrant children?

Yes_____ No _____ Comments ______________________

____

34. Has your district developed any special curriculum materials for use in teaching migrant children?

No______ Yes______

a. Subject areas or teaching units __________________

b. Testing materials ____________________________

c. Special reading materials ________________________

d. Others (please specify)____________________________

____

e. Comments____

____

35. By how much does the migrant influx increase district costs?

Total__________ Average per child__________

36. What percent is this of your total cost? ______________

37. What are some of the problems which arise in your schools in regard to the education of migrant children?

____

____

____

____

____

38. What do you feel is needed in the way of assistance, (financial, material, personnel etc.) to improve migrant education in your schools?____________________________

____

____

____

____

39. What do you believe would be a good educational program for migrant children in your district? Outline briefly.

____

____

____

____

____

____

____

____

____

APPENDIX B

MIGRANT SCHOOL ATTENDANCE REPORT ENCLOSED WITH LETTER SENT TO SELECTED SCHOOL SUPERINTENDENTS (APPENDIX A)

SCHOOL DISTRICT________________ DATE______________________

Student*	Age (Sept.'65)	Grade Placement	Entry Date	Withdrawal Date	Re-entry Date	Withdrawal Date	Total Attendance	Total Absence

*Students need not be named but may be identified by number, letter or some such code.

APPENDIX C

COVER LETTER AND LABOR CAMP POPULATION FORM SENT TO LABOR CAMP MANAGERS

(Date)

(Salutation)

I am writing to ask your assistance. I am working on a project concerned with the education of the children of Mexican-American migratory workers in Idaho. This is part of some work I am doing at Idaho State University. I am seeking any and all sources which might help me to determine the number of migrant children in any specific area in Southern Idaho at any specific time. I realize that an exact count is impossible, but with the help of figures which I have obtained from the Security Employment Office in Boise plus possible figures from the labor camps, I thought I might be able to come up with a fair estimate. For the State Department of Education and the Office of Economic Opportunity to do much planning for educational programs, a knowledge of the number of children present would be of immense help.

I have talked with several different camp managers and have found that different methods are used to keep record of the camp populations. Consequently I find it difficult to know what specific information you might have. I am enclosing a form which I would appreciate your filling out to the best of your knowledge. You will notice that the form is made out for two week intervals. This is to coincide with the Security Employment Office reports. If you do not have that exact information, would you give the information where possible, particularly with regard to your peak periods. If you do not have a breakdown on the children's age groups, could you give the total figures? I would appreciate having whatever figures you may have in regard to the camp population, especially the children.

It would be helpful to me if you would briefly describe the type of registration being used to keep record of the camp population--what type of information is recorded, etc.

I am enclosing also a self-addressed envelope for your convenience in returning the form.

Thank you very much.

Sincerely yours,

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages 1-5 6-15	Total children
Mar. 15				
Mar. 31				
Apr. 15				
Apr. 30				
May 15				
May 30				
June 15				
June 30				
July 15				
July 31				
Aug. 15				
Aug. 31				
Sept. 15				
Sept. 30				
Oct. 15				
Oct. 31				
Nov. 15				
Nov. 30				

APPENDIX D

Sample Agricultural Workers schedule forms used By the Employment Security Offices in Arranging Job schedules for migratory agricultural workers

Bureau of Employment Security
ES-369 (Rev. 5/63)

AGRICULTURAL WORKER SCHEDULE

Budget Bureau No. 44-R1031.4

1. LEADER. (Last name first. Permanent mail address—St., City, State)
CEDILLO, REYMUNDO 11-182-66
Route #2
Caldwell, Idaho

Expects to be at this address:
From To
From To

Phone: 459-7137
Social Security No. 454-40-2971

2. GROUP. (Check one) ☒ Crew ☐ Family ☐ Other

TOTALS		PERSONS	WORKERS
		200	140
ADULTS 16 yrs. & over	Male	50	50
	Female	40	40
CHILDREN Under 16 yrs.	Male	50	20
	Female	60	30

3. ☒ NEW ☐ REVISED

4. FOLLOW UP DATE

5. GROUP LEADER:	Yes	No
Supervises	x	
Transports		x
Pays workers		x

6. TRANSPORTATION	
Public carrier used	
No. of trucks	4
No. of trucks for hire	4
No. of cars	25
No. of buses	

7. HOUSING. No. of families: 22 Unattached: M____ F____. Group has: ☒ Bedding. ☒ Utensils. ☐ Camping Outfit. ☐ House trailer. ☐

Accommodations acceptable to group: (Check one or more) ☐ Camp site. ☒ Free family housing. ☐ Low rental housing. ☐ Board & Room. ☐

8. WORK SCHEDULE (Recent, expected, and/or requested work. Show year(s) and dates, employers' names and addresses, crops and activities.)

January	February	March	April	May	June	July	August	September	October	November	December
1				1	5	18		1		25	
Unemployed Caldwell, Idaho INFORMATION ONLY				Various Growers Caldwell, Idaho Sugar Beet Thinning INFORMATION ONLY	Nagatani Bros. 1741 Whit-Marsh Burlington, Washington Strawberry Harvest ACCEPTS JOB Wash. 12-66-020		William Grenz Route #1 Turner, Oregon Bean Harvest ACCEPTS JOB Ore. 210-A-29	Various Growers Caldwell, Idaho Hop, Onion, & Potato Harvests INFORMATION ONLY		Unemployed Caldwell, Idaho Crew Disbands INFORMATION ONLY	

9. ADDITIONAL INFORMATION (Give Item No.)
Farm Labor Contractor Registration applied for.

This Crew leaders works as Row Boss for Nagatani Brothers in strawberries and for William Grenz in beans.

10. ACTIONS TAKEN AND/OR REQUIRED	10a. DISTRIBUTION. Enter State(s) opposite appropriate Item 10 boxes.
☒ Response to Order As Shown Above	Washington, Oregon
☐ Develop job	
☐ Confirm job	
☐ Information only	
☐ Other service	
	Regions

11. State Idaho Date 6-7-66
Originating office address: P. O. Box 1077
Caldwell, Idaho
ES REP. Derrol Hockett PHONE 459-4617

Bureau of Employment Security
ES-369 (Rev. 5/63)

AGRICULTURAL WORKER SCHEDULE

Budget Bureau No. 44-R1031.4

1. LEADER. (Last name first. Permanent mail address—St., City, State)
DE LEON, HERACLIO
Route 1, Box 58
San Juan, Texas

Expects to be at this address:
From 1-1-66 To 5-15-66
From 9-25-66 To 12-31-66

Phone: --

Social Security No. 454-54-0839

2. GROUP. (Check one) ☒ Crew ☐ Family ☐ Other

TOTALS		PERSONS	WORKERS
		18	12
ADULTS 16 yrs. & over	Male	8	8
	Female	5	4
CHILDREN Under 16 yrs.	Male	3	0
	Female	2	0

3. ☒ NEW ☐ REVISED

4. FOLLOW UP DATE ______

5. GROUP LEADER:	Yes	No
Supervises		x
Transports		x
Pays workers		x

6. TRANSPORTATION	
Public carrier used	
No. of trucks	1
No. of trucks for hire	
No. of cars	1
No. of buses	

7. HOUSING. No. of families: 2. Unattached: M 0 F 0. Group has: ☒ Bedding. ☒ Utensils. ☐ Camping Outfit. ☐ House trailer. ☐ ______

Accommodations acceptable to group: (Check one or more) ☐ Camp site. ☒ Free family housing. ☒ Low rental housing. ☐ Board & Room. ☐ ______

8. WORK SCHEDULE (Recent, expected, and/or requested work. Show year(s) and dates, employers' names and addresses, crops and activities.)

January	February	March	April	May	June	July	August	September	October	November	December
						1966					
1				15		15		25			31
INFORMATION ONLY				INFORMATION ONLY		INFORMATION ONLY			INFORMATION ONLY		
Various Employers San Juan, Texas				Thin & Weed Beets Amalgamated Sugar Company Rupert, Idaho		Weed & Harvest Vegetables Weiser, Idaho			Returns to Texas		

9. ADDITIONAL INFORMATION (Give Item No.)

Item 6: 1956 Chevrolet Car
1965 Chevrolet ½-Ton Pickup

10. ACTIONS TAKEN AND/OR REQUIRED	10a. DISTRIBUTION. Enter State(s) opposite appropriate Item 10 boxes.
☐ Response to Order	
☐ Develop job	
☐ Confirm job	
☒ Information only	Texas
☐ Other service	
	Regions

11. State Idaho Date 6-16-66
Originating office address: Box 125
Rupert, Idaho
ES REP. R. Poulton PHONE 436-3197

U. S. DEPARTMENT OF LABOR
Bureau of Employment Security
ES-369 (Rev. 5/63)

AGRICULTURAL WORKER SCHEDULE

Budget Bureau No. 44-R1031.4

1. LEADER. (Last name first. Permanent mail address—St., City, State)

GUERRERO, ANTONIO
900 Rio Grande Street
Del Rio, Texas

Expects to be at this address:
From 10-10-66 To 5-28-67
From To

Phone: ---

Social Security No.
721-10-6725

2. GROUP. (Check one) ☐ Crew ☒ Family ☐ Other

		PERSONS	WORKERS
TOTALS		5	5
ADULTS 16 yrs. & over	Male	3	3
	Female	2	2
CHILDREN Under 16 yrs.	Male	0	0
	Female	0	0

3. ☐ NEW ☒ REVISED

4. FOLLOW UP DATE

5. GROUP LEADER:	Yes	No
Supervises	X	
Transports	X	
Pays workers	X	

6. TRANSPORTATION	
Public carrier used	
No. of trucks	
No. of trucks for hire	
No. of cars	1
No. of buses	

7. HOUSING. No. of families: 1. Unattached: M 0 F 0. Group has: ☒ Bedding. ☒ Utensils. ☒ Camping Outfit. ☐ House trailer. ☐

Accommodations acceptable to group: (Check one or more) ☒ Camp site. ☒ Free family housing. ☒ Low rental housing. ☐ Board & Room. ☐

8. WORK SCHEDULE (Recent, expected, and/or requested work. Show year(s) and dates, employers' names and addresses, crops and activities.)

January	February	March	April	May	June	July	August	September	October	November	December
						1966					
1-----------	-----------	-----------	-----------	-----------28-	-----------	------*16-	-----------	-----------	--10------	-----------	-----------31
	INFORMATION ONLY Del Rio, Texas				INFORMATION ONLY Thin & Hoe Sugar Beets E. J. Harrop Pocatello, Idaho		ACCEPTS JOB VI-WIS-070-148 Pick Cherries Various Growers Sister Bay, Wisconsin			INFORMATION ONLY Returns to Texas	

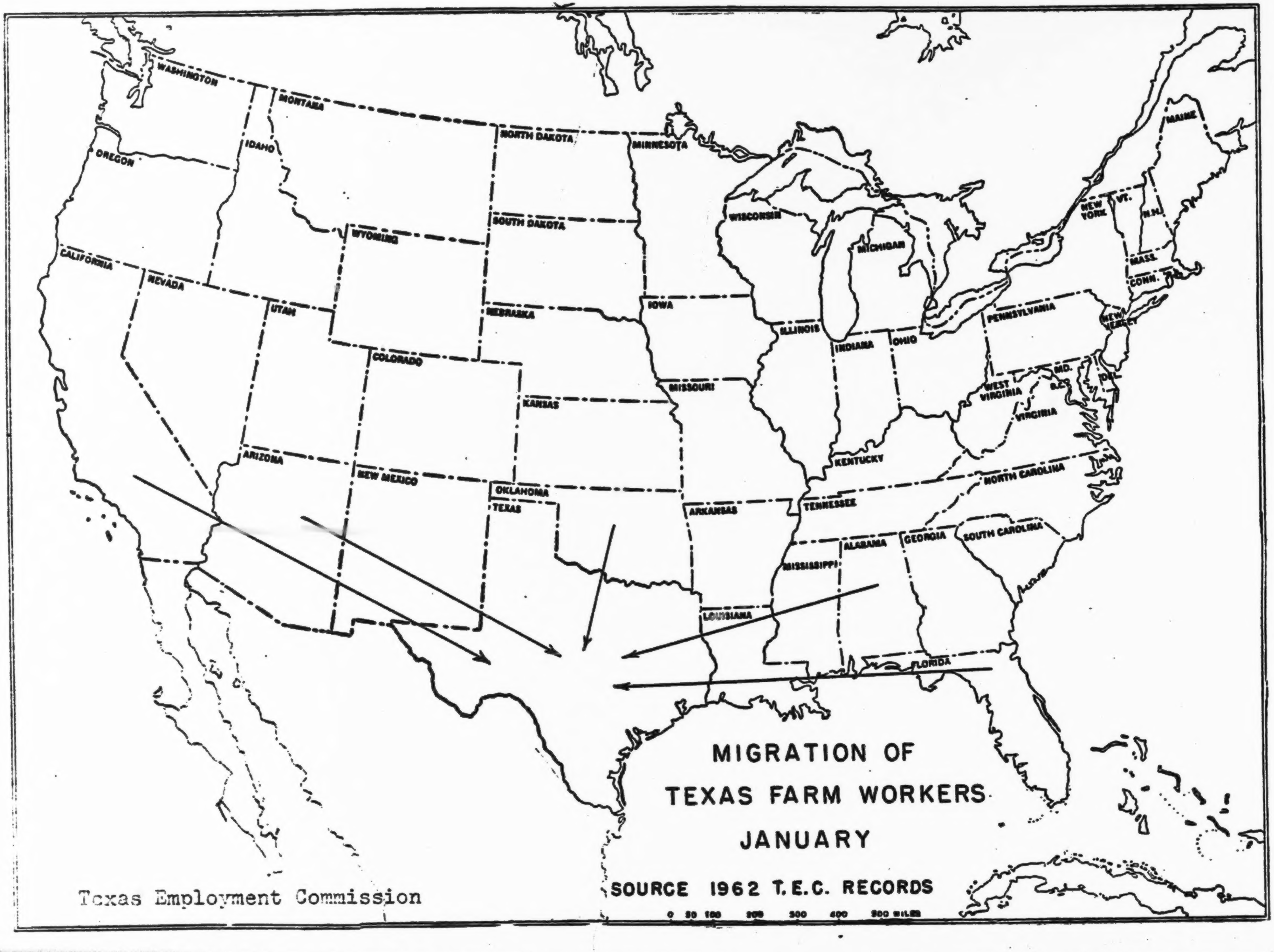
9. ADDITIONAL INFORMATION (Give Item No.)

10. ACTIONS TAKEN AND/OR REQUIRED	10a. DISTRIBUTION. Enter State(s) opposite appropriate Item 10 boxes.
☒ Response to Order	Wisconsin
☐ Develop job	
☐ Confirm job	
☒ Information only	Texas
☐ Other service	
	Regions

11. State Idaho Date 7-18-66
Originating office address: Box 168
Pocatello, Idaho
ES REP. C. V. Erickson PHONE 233-3821

APPENDIX E

U.S. MAPS WHICH SHOW, BY MONTH, THE MIGRATORY PATTERNS OF TEXAS FARM WORKERS THROUGHOUT THE UNITED STATES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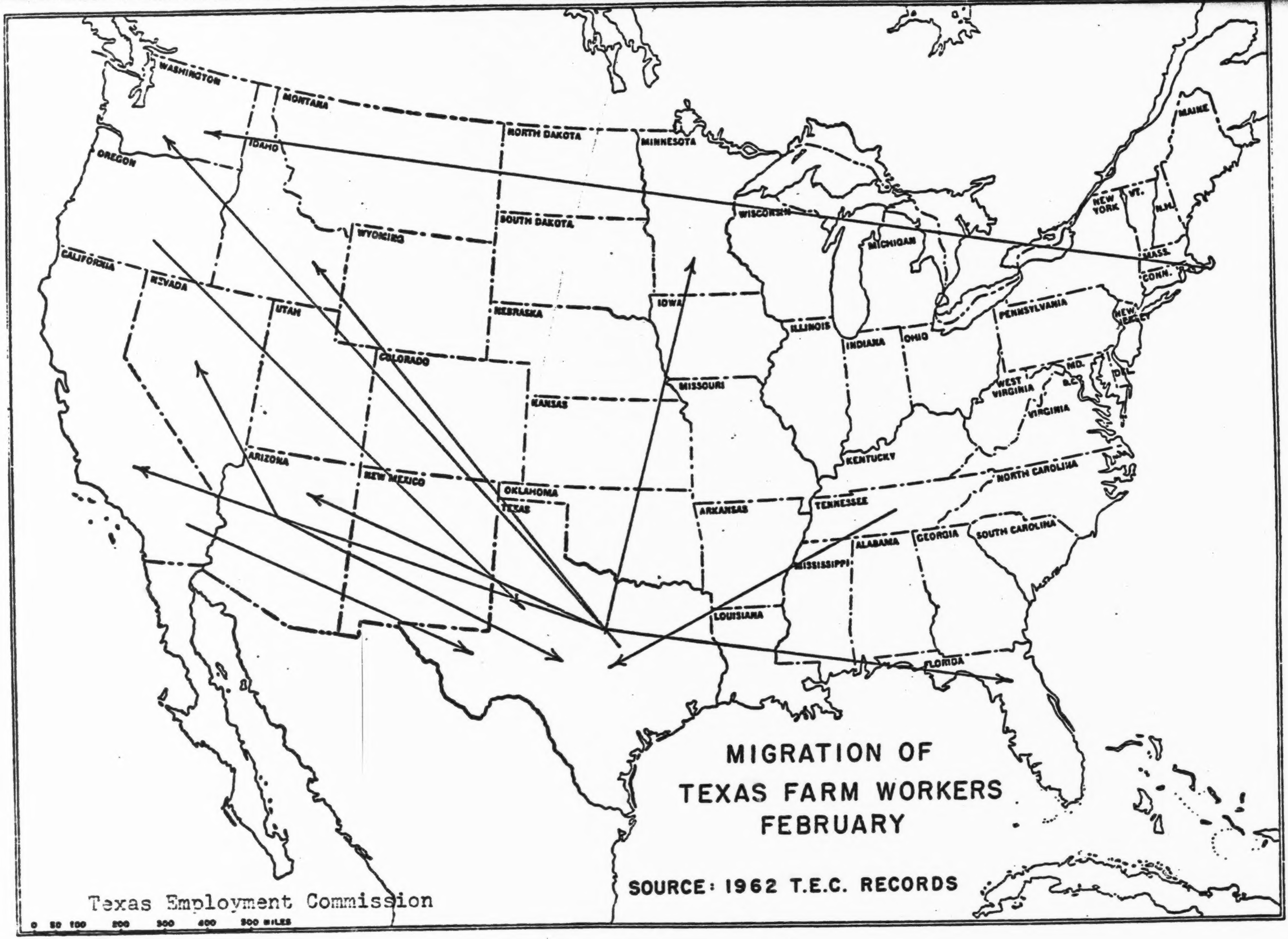
MIGRATION OF
TEXAS FARM WORKERS
JANUARY

SOURCE 1962 T.E.C. RECORDS

Texas Employment Commission



MIGRATION OF TEXAS FARM WORKERS FEBRUARY

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission

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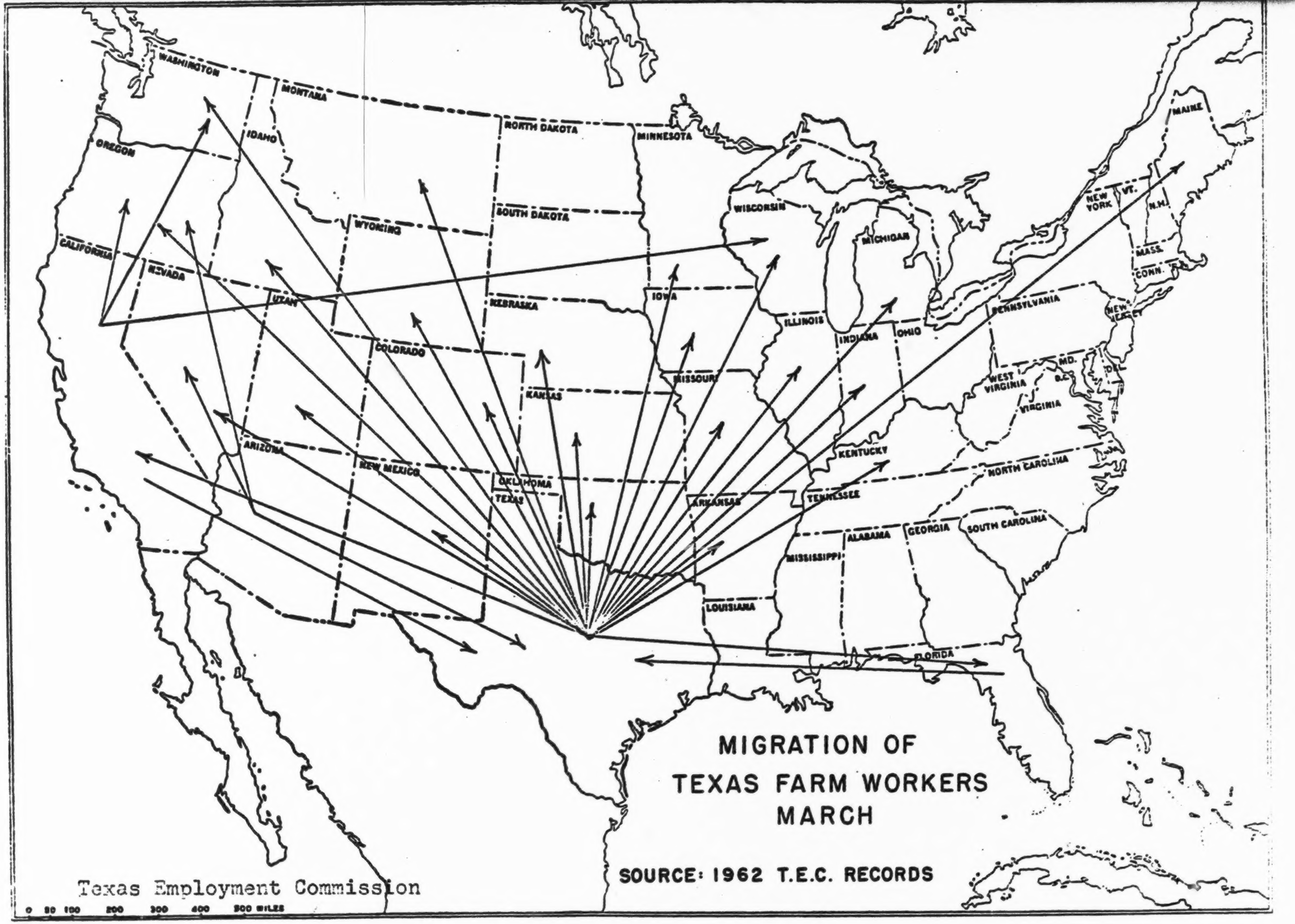
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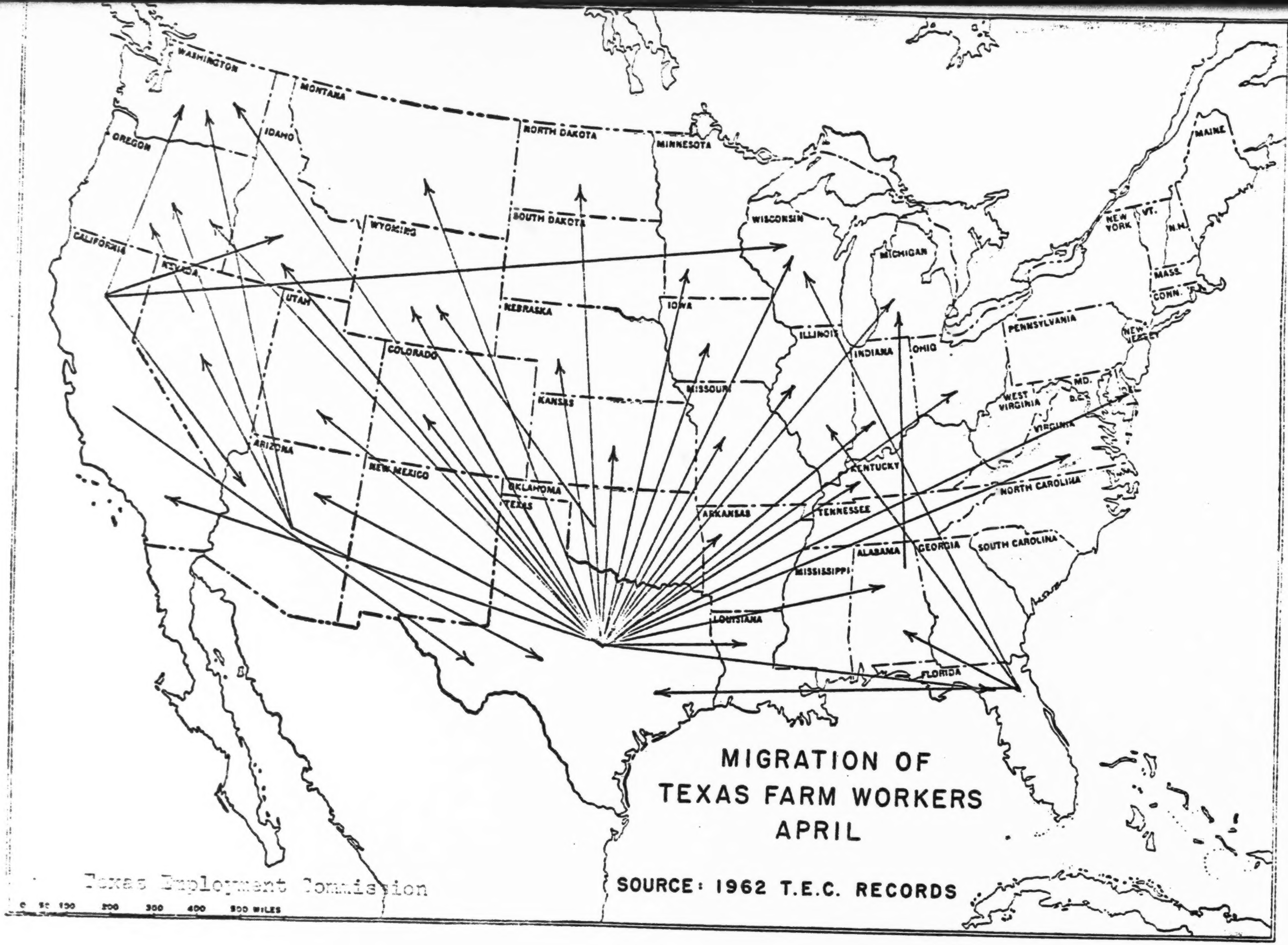
MIGRATION OF TEXAS FARM WORKERS MARCH

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission



MIGRATION OF TEXAS FARM WORKERS APRIL

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission

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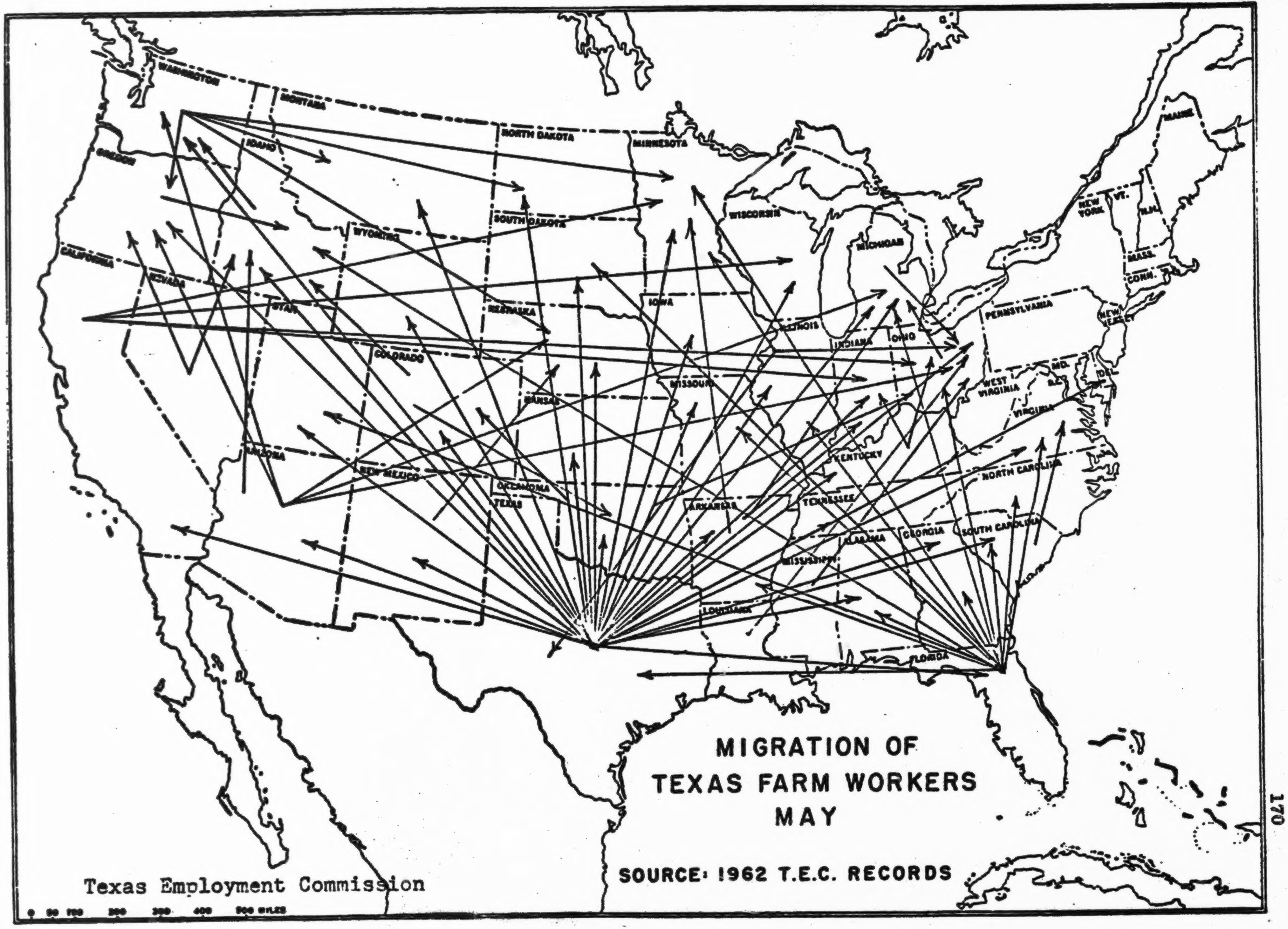
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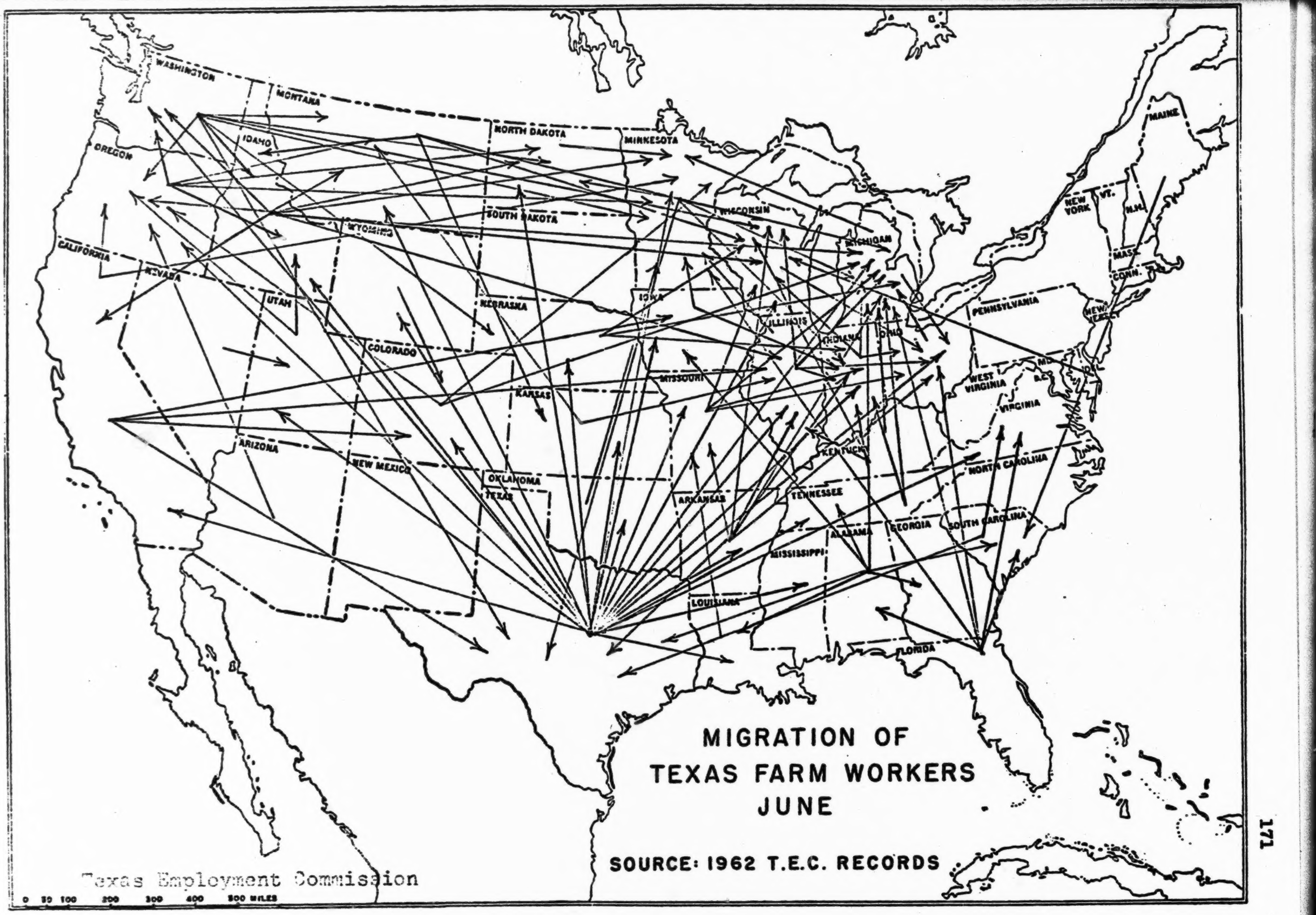
MIGRATION OF
TEXAS FARM WORKERS
MAY

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission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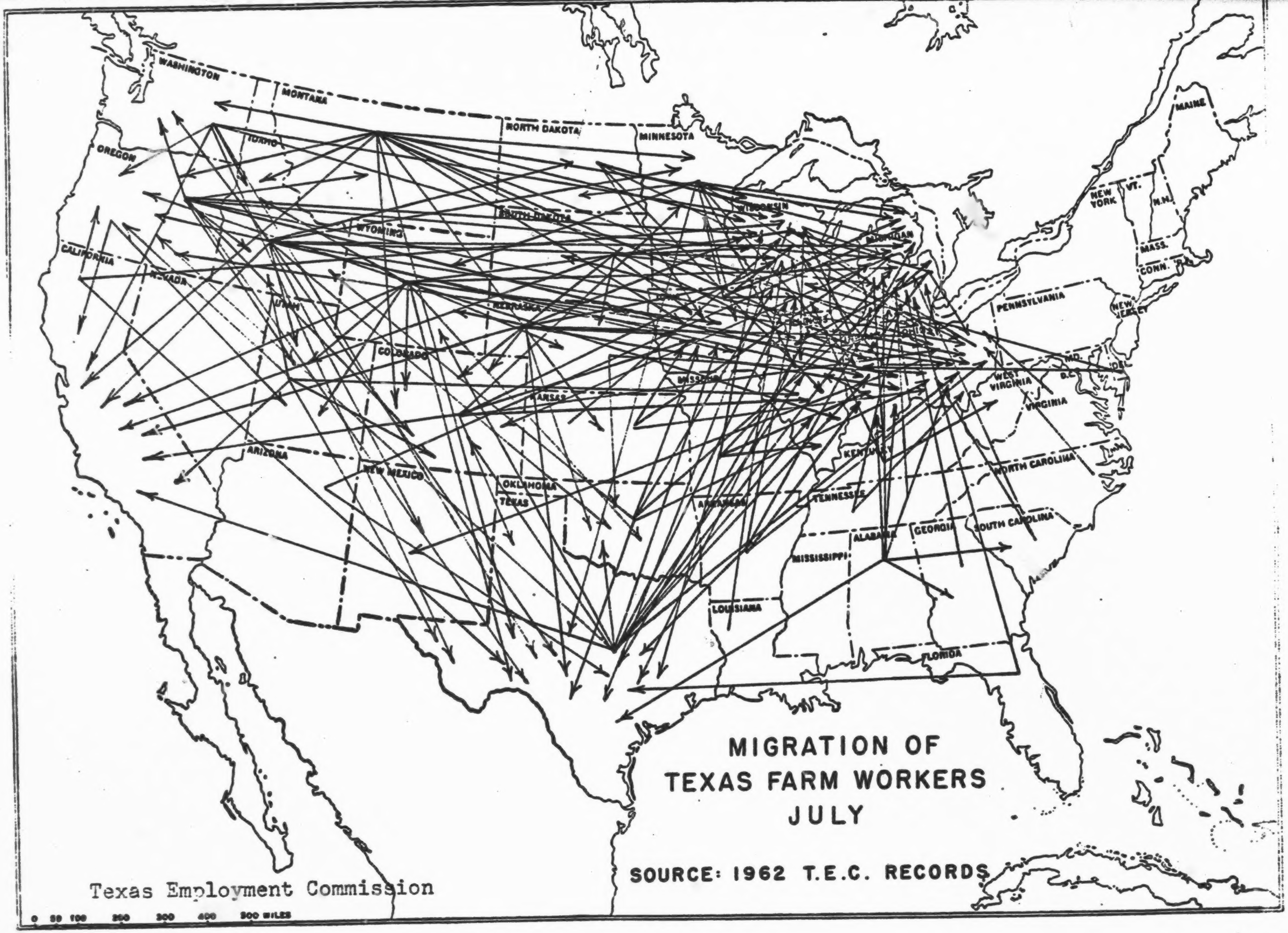
MIGRATION OF
TEXAS FARM WORKERS
JUNE

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission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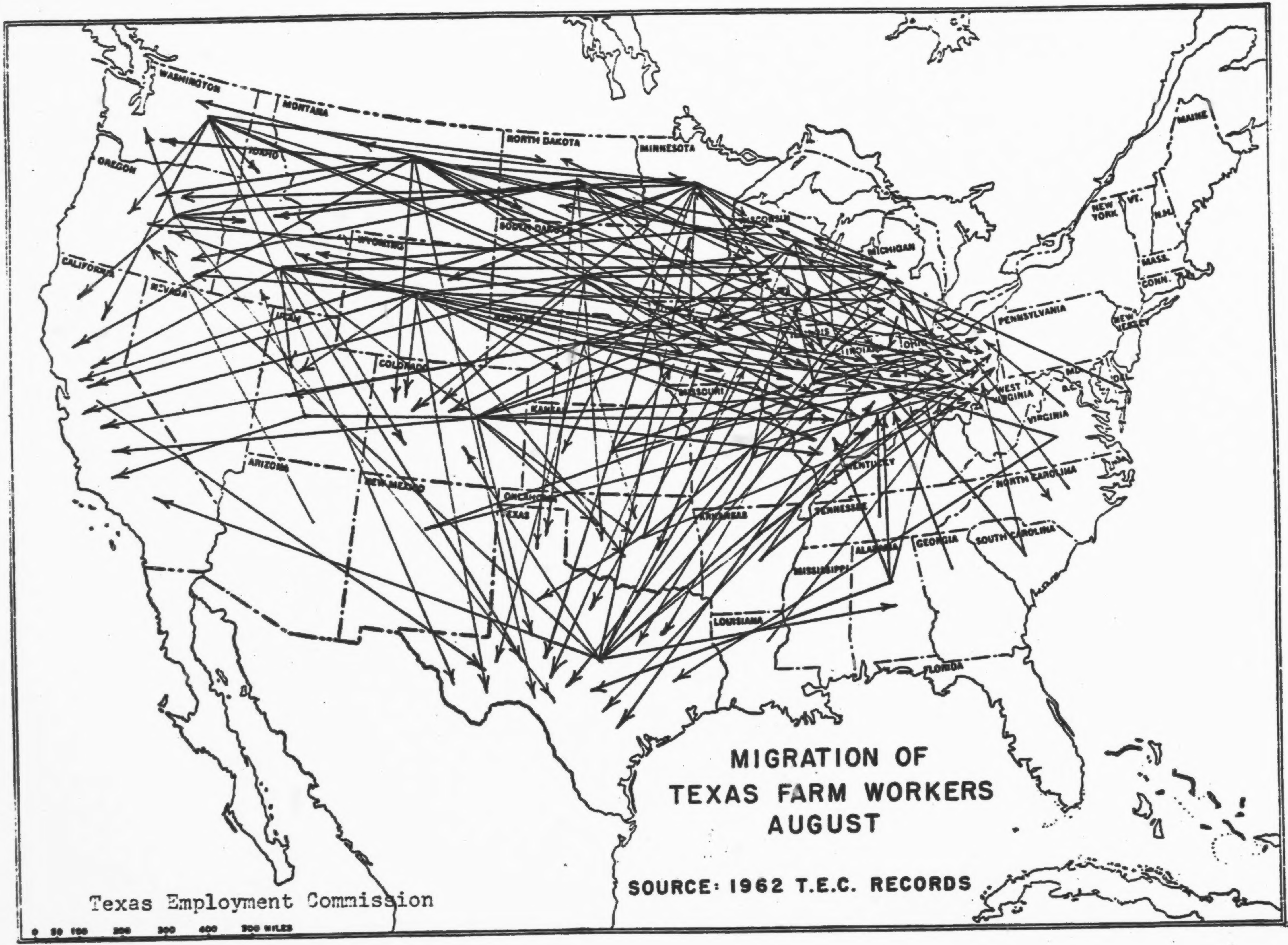
MIGRATION OF
TEXAS FARM WORKERS
JULY

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission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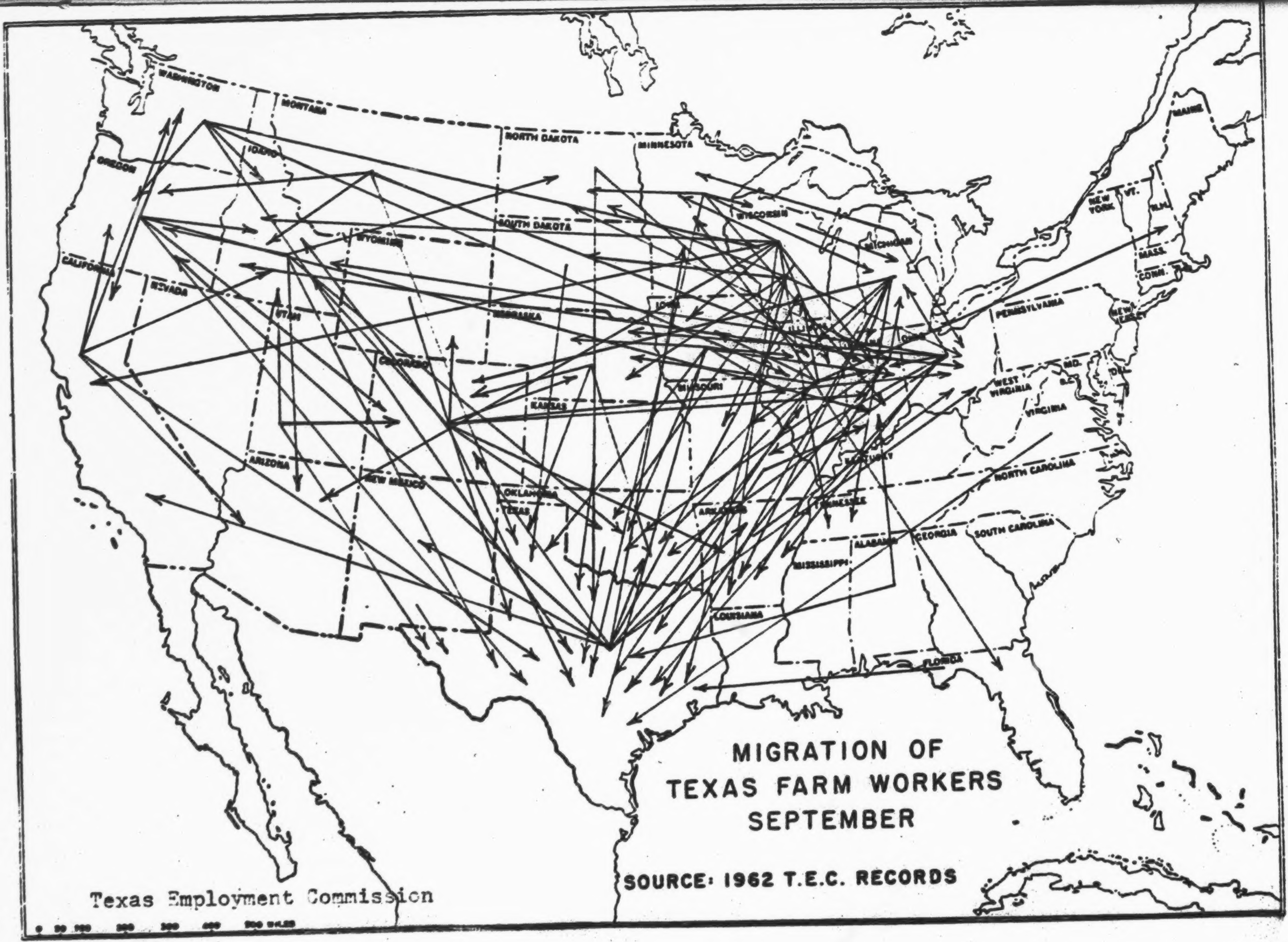
MIGRATION OF TEXAS FARM WORKERS AUGUST

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission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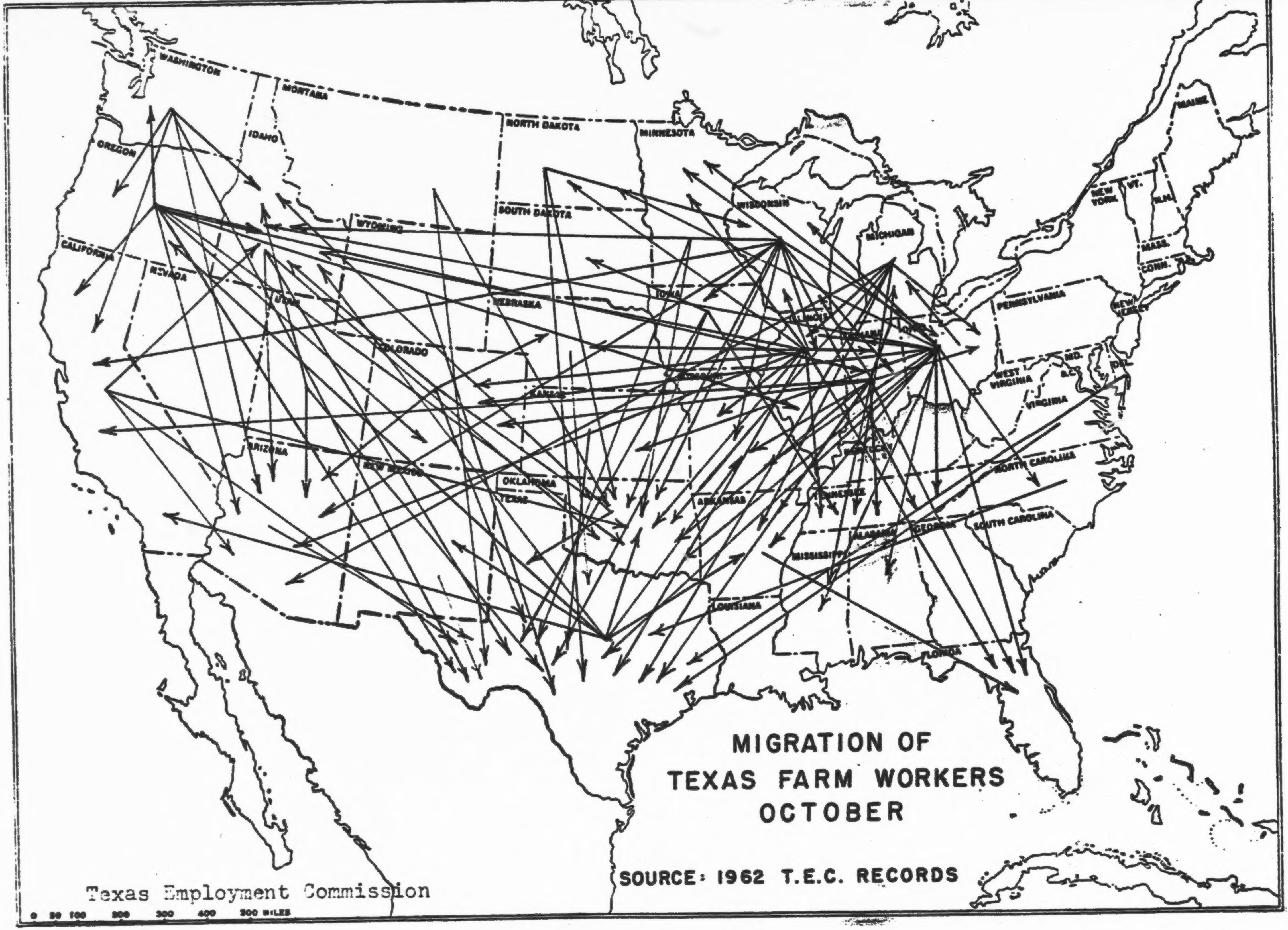
MIGRATION OF
TEXAS FARM WORKERS
SEPTEMBER

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission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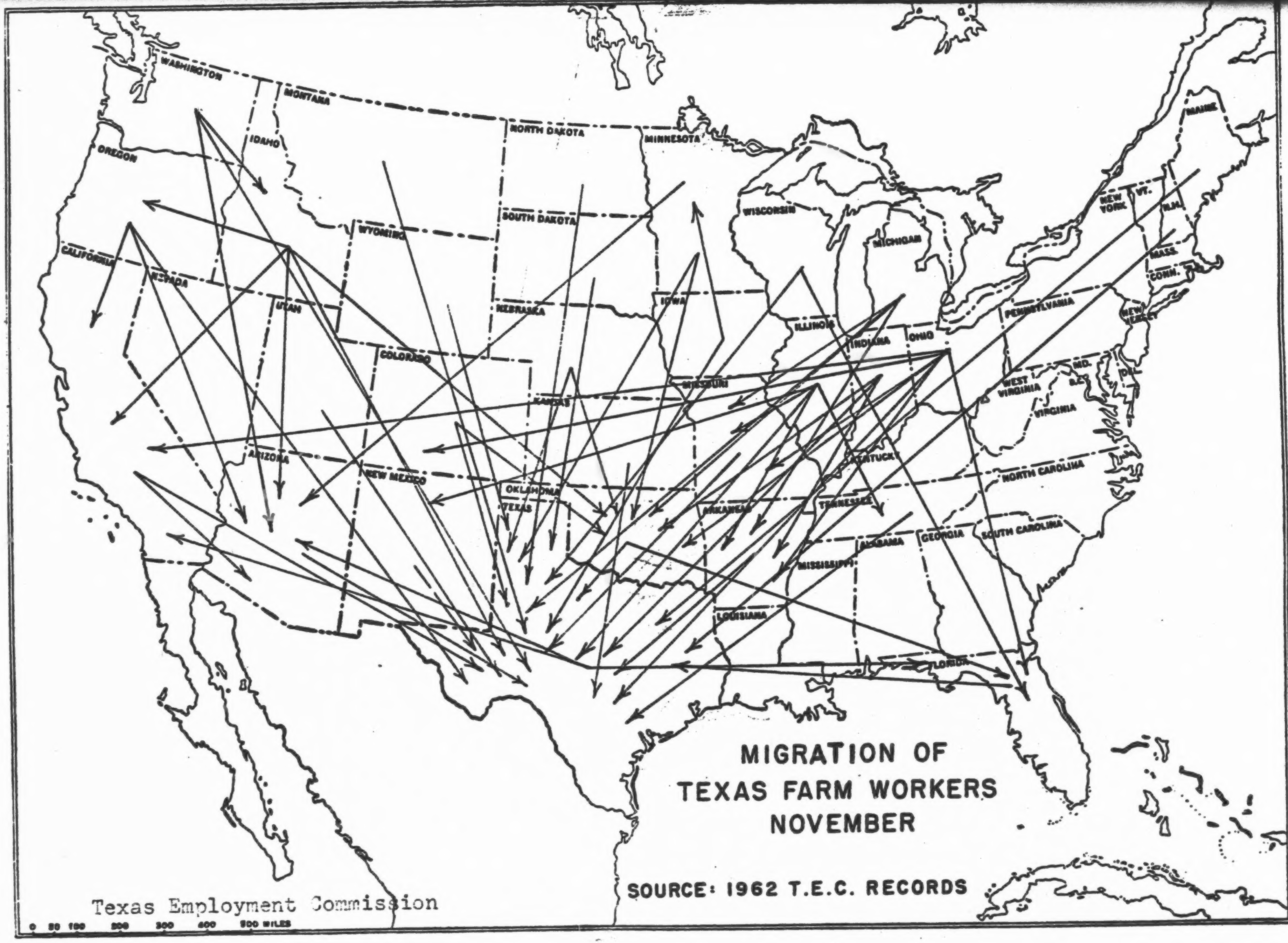
NEW YORK
VT.
N.H.
MAINE
MASS.
CONN.
NEW JERSEY
COLORADO
KANSAS
MISSOURI
KENTUCKY
WEST VIRGINIA
VIRGINIA
MD.
D.C.
DEL.
ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
ARKANSAS
TENNESSEE
NORTH CAROLINA
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
LOUISIANA
FLORIDA
0 50 100 200 300 400 500 MILES

MIGRATION OF
TEXAS FARM WORKERS
OCTOBER

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission



MIGRATION OF TEXAS FARM WORKERS NOVEMBER

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission

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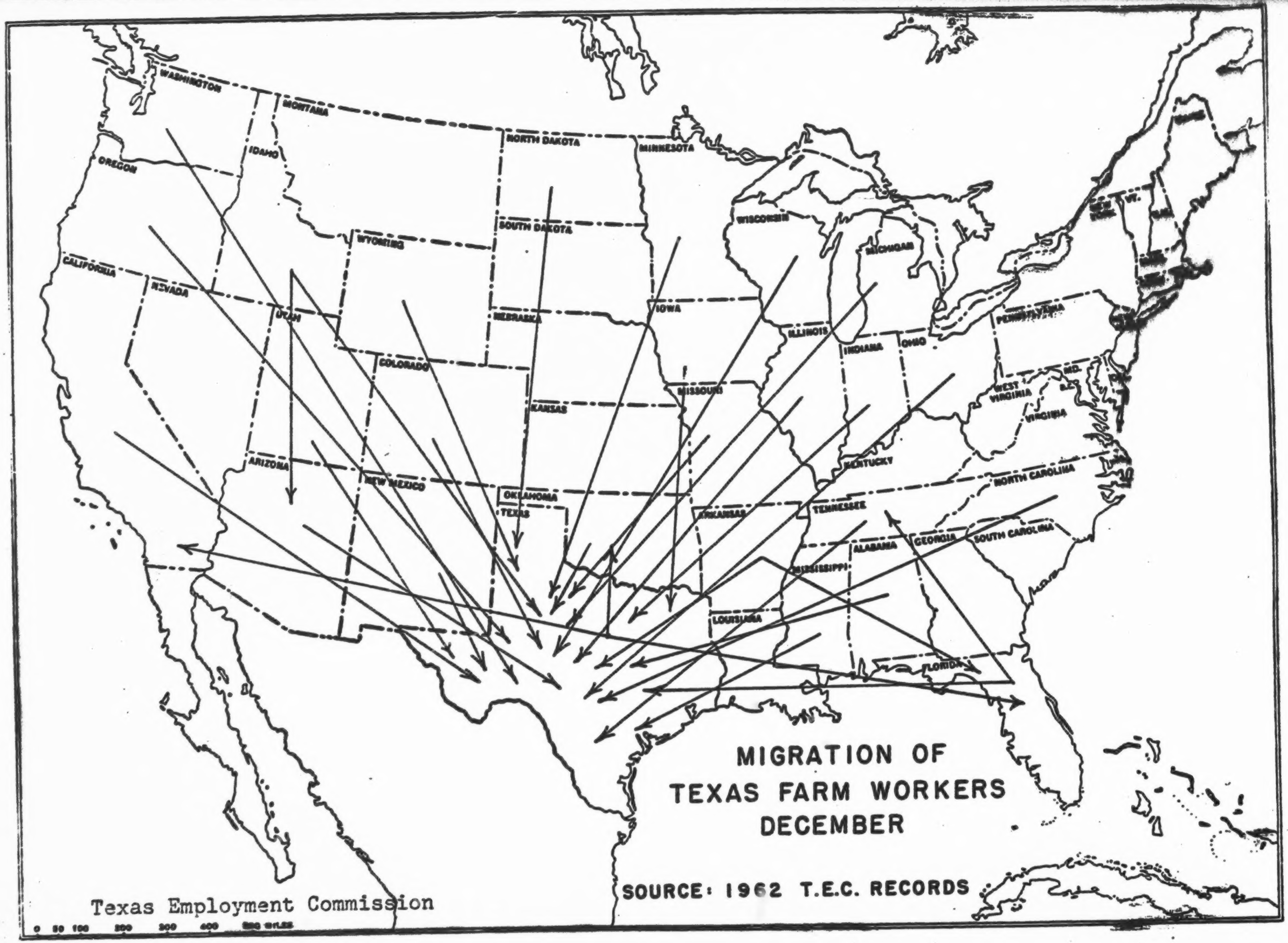

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ALABAMA
GEORGIA
MISSISSIPPI
LOUISIANA
FLORIDA
0 50 100 200 300 400 500 MILES

MIGRATION OF
TEXAS FARM WORKERS
DECEMBER

SOURCE: 1962 T.E.C. RECORDS

Texas Employment Commission

APPENDIX F

MIGRANT WORKERS, INDIVIDUALS, AND CHILDREN AS REPORTED BY SELECTED MIGRANT LABOR CAMP MANAGERS

1965

AMERICAN FALLS

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages		Total Children
			1-5	6-15	
Mar. 15	30	45			15
Mar. 31					
Apr. 15	56	87			31
Apr. 30					
May 15	260	397			160
May 30					
June 15	260	397			160
June 30					
July 15	200	300			125
July 31					
Aug. 15	100	200			75
Aug. 31					
Sept. 15	100	200			75
Sept. 30					
Oct. 15	50	100			40
Oct. 31					
Nov. 15					
Nov. 30					

EMMETT

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages 1-5	6-15	Total Children
Mar. 15					
Mar. 31					
Apr. 15	50	80	15	15	30
Apr. 30	50	80	15	15	30
May 15	50	80	15	15	30
May 30	50	80	15	15	30
June 15	50	80	15	15	30
June 30	50	80	15	15	30
July 15	The Mexican people leave about July 10th.				
July 31					
Aug. 15					
Aug. 31					
Sept. 15					
Sept. 30					
Oct. 15					
Oct. 31					
Nov. 15					
Nov. 30					

HAZELTON

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages 1-5	6-15	Total Children
Mar. 15	None				
Mar. 31	None				
Apr. 15	None				
Apr. 30	None				
May 15	30	45	10	5	15
May 30	80	120	20	20	40
June 15	80	130	25	25	50
June 30	80	11	11	11	50
July 15	80	11	11	11	50
July 31	70	120	25	25	50
Aug. 15	60	105	20	25	45
Aug. 31	30	50	12	8	20
Sept. 15	25	33	5	3	8
Sept. 30	25	11	11	11	8
Oct. 15	90	130	20	20	40
Oct. 31	90	130	11	11	40
Nov. 15	None				
Nov. 30	None				

MELBA

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages		Total Children
			1-5	6-15	
Mar. 15					
Mar. 31	6	10	3		8
Apr. 15	49	80			46
Apr. 30	4	4			
May 15	2	9	5		7
May 30					
June 15	6	11	1	3	6
June 30	8	13	4	1	5
July 15	4	9	4	1	5
July 31	4	4			
Aug. 15	13	17	4		4
Aug. 31					
Sept. 15					
Sept. 30					
Oct. 15					
Oct. 31					
Nov. 15					
Nov. 30					

MURTAUGH

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages		Total Children
			1-5	6-15	under 14 years
Mar. 15					
Mar. 31					
Apr. 15					
Apr. 30					
May 15	39	65			26
May 30	90	138			48
June 15	96	144			48
June 30	108	159			51
July 15	76	107			31
July 31	9	16			7
Aug. 15					
Aug. 31					
Sept. 15					
Sept. 30					
Oct. 15					
Oct. 31					
Nov. 15					
Nov. 30					

NOTUS HOP CAMP

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages		Total Children
			1-5	6-15	
Mar. 15	None				
Mar. 31	None				
Apr. 15	22	32	4	6	10
Apr. 30	22	32	4	6	10
May 15	24	36	6	6	12
May 30	24	36	6	6	12
June 15	24	36	6	6	12
June 30	22	32	4	6	10
July 15	18	27	4	5	9
July 31	18	27	4	5	9
Aug. 15	18	27	4	5	9
Aug. 31	20	35	7	8	15
Sept. 15	20	35	7	8	15
Sept. 30	None				
Oct. 15	None				
Oct. 31	None	Hop Season Ended			
Nov. 15	None				
Nov. 30	None				

PARMA

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages		Total Children
			1-5	6-15	
Mar. 15	Closed				
Mar. 31	Closed				
Apr. 15	10-12	20	3	8	11
Apr. 30	40-45	70	12	16	30
May 15	200	340	30	110	140
May 30	120	240	20	100	120
June 15	95	180	12	73	85
June 30	95	180	12	73	85
July 15	130	230	18	82	100
July 31	155	260	24	81	105
Aug. 15	170	285	27	88	115
Aug. 31	188	300	31	81	112
Sept. 15	180	284	28	76	104
Sept. 30	135	210	14	56	70
Oct. 15	45	90	11	34	45
Oct. 31	18	25	2	5	7
Nov. 15	Closed				
Nov. 30	Closed				

TWIN FALLS

LABOR CAMP POPULATION

Date	Total Number Workers	Total Number Individuals	Number Children Ages		Total Children
			1-5	6-15	
Mar. 15	25	70	20	25	45
Mar. 31	25	70	20	25	45
Apr. 15	25	70	20	25	45
Apr. 30	400	726	163	163	326
May 15	600	1100	250	250	500
May 30	600	1100	250	250	500
June 15	600	1100	250	250	500
June 30	500	1000	250	250	500
July 15	400	700	150	150	300
July 31	250	500	150	100	250
Aug.15	100	300	100	100	250
Aug. 31	75	250	87	87	175
Sept. 15	75	250	87	87	175
Sept. 30	75	250	87	87	175
Oct. 15	250	700	225	255	450
Oct. 31	250	700	225	255	450
Nov. 15	25	70	20	25	45
Nov. 30	25	70	20	25	45

APPENDIX G

RECAPITULATION IN ABBREVIATED FORM OF RESPONSES TO QUESTIONNAIRE SENT TO SELECTED IDAHO SCHOOL DISTRICTS

QUESTION NUMBERS

School District	1	2	3	4	5	6
Number 1	No	NR	Moderately	No	Prin.	No
Number 2	No	No	Moderately	Yes part	NR	Yes
Number 3	Yes,prin. 2 yr.	Yes	Strictly	Yes full	NR	Yes
Number 4	Yes 5 yr.	Yes	Strictly	Yes part	Admin.	Yes
Number 5	No	NR	Moderately	No	School person.	Yes
Number 6	No	NR	Moderately	No	Admin.	No
Number 7	No	NR	Strictly	Yes	Police	Yes
Number 8	DID NOT RETURN QUESTIONNAIRE					
Number 9	No	NR	Strictly	No	Sheriff	Yes
Number 10	No	NR	Moderately	No	Prin.	Yes
Number 11	DID NOT RETURN QUESTIONNAIRE					
Number 12	Yes,prin. May	No	Not for migrants	No	None for mig. child.	No
Number 13	Yes, prin. yearly	Yes	Moderately	No	Admin	Yes
Number 14	No	NR	Moderately	No	Prin.	Yes

Note: NR means No Response

QUESTION NUMBERS

School District	1	2	3	4	5	6
Number 15	No	NR	Moderate	No	Prin.	Yes
Number 16	No	NR	Strictly	Yes full	NR	Yes
Number 17	Yes(prin.) yearly-Sept.	NR	Strictly	No	Prin.	Yes
Number 18	No	NR	Strictly	Yes full	NR	Yes
Number 19	No	NR	Moderately	No	School admin.	Yes
Number 20	No	NR	Moderately	No	Sheriff	Yes
Number 21	No	No	Moderately	Yes part	NR	Yes
Number 22	Nat. census	Unknown	Moderately	Yes part	Prin.	Yes
Number 23	Yes	NR	Strictly	Yes part	NR	Yes
Number 24	DID NOT RETURN QUESTIONNAIRE					
Number 25	Yes	pre-school	Strictly	No	Supt. courts	Yes
Number 26	DID NOT RETURN QUESTIONNAIRE					
Number 27	Yes fall	None	Moderately	Yes part	NR	NR
Number 28	Yes spring	Yes	Fairly strictly	No	Prin.	Yes

Note: NR means No Response

School District	QUESTION NUMBERS					
	7	8	9	10	11	12
Number 1	Reg. class.	Few	No	Don't know	Don't know	NR
Number 2	Employers	Some	Most	6,NR, NR	5,NR, NR	Comment
Number 3	Enrollment employers	Some	Yes	75,NR NR	65,NR 65	Comment
Number 4	Labor camp	Some	Yes	Under 12 under 12	8 NR, 8	NR
Number 5	Enrollment	Some	NR	NR	NR	NR
Number 6	Don't	Some	Some	No record	NR	NR
Number 7	NR	Some	Some	Don't know	Don't know	Unknown
Number 8	DID NOT RETURN QUESTIONNAIRE					
Number 9	Camp manager	Most	Most	30,0,0	30,0,0	Comment
Number 10	Attendance	Some	No	105,60, 105	105,60, 105	NR
Number 11	DID NOT RETURN QUESTIONNAIRE					
Number 12	Ask around	Few	No	120,0,120 0	20-30,0 20-30	NR
Number 13	Labor camp	Few	No	100,10,15, 150	35-40,3-4, 35-40	NR
Number 14	Labor camp	Some	Some	2-3,0,to 15 15	2-3,0, to 15	Comment

Note: NR means No Response

School District	QUESTION NUMBERS					
	7	8	9	10	11	12
Number 15	Labor camps	Most	No	No record	No record	No record
Number 16	NR	Most	Yes	0,0,0 don't	None	None
Number 17	Impossible	Most	Varies	50,few,50 100	25-5-10, 25	NR
Number 18	Employers	Most	Most-impossible	NR	NR	NR
Number 19	Labor camps, farmers	Most	Don't know	Don't know	32,20, 47	Respon.
Number 20	Don't	Few	No	Don't know	NR	NR
Number 21	Employers	Most	Most	6,NR,NR, NR	5,NR,NR	Respon.
Number 22	Enrollment	Some	Some	56,20,60	56,20,60	Respon.
Number 23	NR	Most	Some	Most stay all year	NR	NR
Number 24	DID NOT RETURN QUESTIONNAIRE					
Number 25	Don't distinguish	Most	Most	2 families	None	NR
Number 26	DID NOT RETURN QUESTIONNAIRE					
Number 27	NR	NR	NR	None	None	None
Number 28	NR	Most	Yes,to 8th grade	90,107,100	NR	NR

Note: NR means No Response

School District	QUESTION NUMBERS					
	13	14	15	16	17	18
Number 1	March	July	April-May	Yes	No	NR
Number 2	May	Nov.	Fall	Yes	No	NR
Number 3	March	Nov.	Fall	Yes	No	NR
Number 4	April May 1	Oct. 11	Sept.	Yes	No	NR
Number 5	NR	NR	NR	Yes	No	NR
Number 6	April 1	Nov. 1	Apr.; Sept.	Mostly	Yes, Labor Camp	Franklin Labor Camp
Number 7	April	Varies	May;Oct.	Yes	No	NR
Number 8	DID NOT RETURN QUESTIONNAIRE					
Number 9	May 15	Sept. 15-Oct. 1	Sept. 1	Yes	No	NR
Number 10	April 1	Nov. 1	Apr.; Sept.	Yes	No	None
Number 11	DID NOT RETURN QUESTIONNAIRE					
Number 12	late April	May 28	May;Sept.	Yes	No	NR
Number 13	March	Nov. 11	Apr.; Sept.	Yes	No	NR
Number 14	April 15	Oct. 5	Apr.May	Yes	No	NR

Note: NR means No Response

	QUESTION NUMBERS					
School	13	14	15	16	17	18
Number 15	Mid-Apr.	Late Oct.	Sept.-Oct.	Yes	No	NR
Number 16	Late May-early June	Mid July	No summer school	Would be	No	NR
Number 17	May	Sept.	May	Yes	No	NR
Number 18	April	End Oct.	Early May	Yes	No	NR
Number 19	April 1	Sept. 15	Apr. 1-May 30	Yes	No	None
Number 20	April	Nov.	Sept.	Yes	No	None
Number 21	May 20	Nov. 15	Sept.-Oct.	Yes	No	NR
Number 22	April	Nov.	April; Sept.-Oct.	Yes	No	NR
Number 23	May 1	Nov. 1	Sept. 1	Yes	No	No
Number 24	DID NOT RETURN QUESTIONNAIRE					
Number 25	Spring	Summer	None	Yes	No	NR
Number 26	DID NOT RETURN QUESTIONNAIRE					
Number 27	NR	NR	NR	NR	NR	NR
Number 28	Mid-Feb.-Mar. 1	Sept. 30	Apr.-May	where possible	Yes	Labor camp

Note: NR means No Response

QUESTION NUMBERS

School District	19	20	21	22	23	24	25	26
Number 1	No	1 yr. in 5	No	No	Oppor. Act.	No	Yes	Uncertain
Number 2	No	No	Yes	No	NR	Yes	No	No
Number 3	No	No	Yes	Comment	Sch. dist.	Yes	Yes	NR
Number 4	NR	No	Yes	No	NR	No	Question-able	Don't know
Number 5	Yes	Yes	No	Yes	OEO	No	NR	NR
Number 6	Yes	Yes	No	No	NR	No	Yes	Uncertain
Number 7	No	No	Yes	No	Dist.	Yes	Yes	NR
Number 8	DID NOT RETURN QUESTIONNAIRE							
Number 9	No	No	No	No	NR	No	Yes	Comment
Number 10	No	No	No	No	NR	No	Yes	No
Number 11	DID NOT RETURN QUESTIONNAIRE							
Number 12	Yes	No	Yes	No	NR	No	No	NR
Number 13	No	No	No	No	Go to Caldwell?	No	No	Uncertain
Number 14	No	No	Comment	No	Nampa 1965	No	Not sure	NR
Number 15								

Note: NR means No Response

	QUESTION NUMBERS							
School District	19	20	21	22	23	24	25	26
Number 15	No	No	No	No	NR	No	Yes	No
Number 16	No	No	Yes	No	NR	NR	Yes	No
Number 17	Yes	No	No	Yes	OEO	No	NR	No
Number 18	No	No	Comment	Summer 1966	OEO	No	Not just migrants	No
Number 19	Yes	No	No	No	NR	No	Yes	Yes
Number 20	No	No	Yes	No	NR	No	Perhaps Yes	Don't know
Number 21	No	No	Yes	No	District, all stu.	Yes last 2 Kinder.	No	No
Number 22	No	No, should	No	No	OEO		Yes	Comment
Number 23	No	No	No	No	NR	Yes not mig.	Yes	Don't know
Number 24	DID NOT RETURN QUESTIONNAIRE							
Number 25	No	No	Yes	No	NR	No	No	No need
Number 26	DID NOT RETURN QUESTIONNAIRE							
Number 27	NR	NR	NR	NR	NR	No	No	No
Number 28	Yes	Yes,Sep. Sep. Mr. My.	No	Summer 1966	OEO	No	Yes	Not finan.

Note: NR means No Response

School District	QUESTION NUMBERS 27	28	29	30	31	32	33
Number 1	Yes all	Indifferent NR	No	NR	No	No	No
Number 2	Yes	Good	NR	NR	No	No	Yes
Number 3	Some	Good;Good	No	NR	No	No	Yes
Number 4	If feasible	Good;Good	No	NR	No	No	No
Number 5	Yes all	Good;Good	Yes all	Gen. fund	No	Yes	Yes
Number 6	Yes all	Good;Fair	No	NR	Yes	No	Yes
Number 7	NR	Fair;Fair	Yes all	NR	No	No	NR
Number 8	DID NOT RETURN QUESTIONNAIRE						
Number 9	Don't know	Good;Good	No	NR	No	No	NR
Number 10	Some	Good;Good	No	NR	No	No	Yes
Number 11	DID NOT RETURN QUESTIONNAIRE						
Number 12	NR	Necessary evil; Indifferent	No	NR	No	No	No
Number 13	No	Fair;Poor	Yes	Gen. fund	No	No	Yes
Number 14	Yes	Good;Good	No	NR	No	No	No

Note: NR means No Response

	QUESTION NUMBERS						
School District	27	28	29	30	31	32	33
Number 15	Yes all	Varies Good-fair	No	NR	No	No	Yes
Number 16	Yes all	Good	No	NR	No	No	No
Number 17	Some	Good	No	NR	No	No	Yes
Number 18	No	Workers needed	All benefit	NR	No	No	No
Number 19	Some	Favorable	No	NR	No	No	Yes
Number 20	Some	No interest	No	No	No	No	Yes
Number 21	Yes all	Good;Good	Yes	All child.	No	No	No
Number 22	Yes	Necessary; Yes but no money	NR	NR	No	No	Yes
Number 23	NR	Not qualified to answer	No	NR	No	No	Yes
Number 24	DID NOT RETURN QUESTIONNAIRE						
Number 25	Some	Good;Good	No	NR	No	No	No
Number 26	DID NOT RETURN QUESTIONNAIRE						
Number 27	NR	NR	NR	NR	NR	NR	NR
Number 28	Some	Needed; Excellent	Yes	None other	Classes at camp	No	Yes

Note: NR means No Response

School District	QUESTION NUMBERS					
	34	35	36	37	38	39
Number 1	No	Don't know	NR	NR	Comment	NR
Number 2	No	Negligible	NR	Comment	NR	NR
Number 3	No	$51,000 $680	3.54%	Comment	Comment	NR
Number 4	No	Nil	NR	Comment	Comment	NR
Number 5	Yes	5 mills	NR	Comment	Comment	Comment
Number 6	No	$15,500 as total	2.5%	Comment	Financial	Comment
Number 7	NR	NR	NR	Comment	NR	NR
Number 8	DID NOT RETURN QUESTIONNAIRE					
Number 9	No	$350-$500; $15	1%	Comment	Comment	Comment
Number 10	No	Don't know	Don't know	Comment	Comment	Comment
Number 11	DID NOT RETURN QUESTIONNAIRE					
Number 12	No	Negligible	-1%	None	Comment	NR
Number 13	No	Impossible question	NR	NR	Comment	Comment
Number 14	No	Don't know	NR	Comment	Comment	Comment

Note: NR means No Response

	QUESTION NUMBERS					
School District	34	35	36	37	38	39
Number 15	No	No record	NR	Comment	Comment	Comment
Number 16	No	0	NR	NR	NR	NR
Number 17	Yes summer	None except busses	NR	Comment	Yes	NR
Number 18	No	ADA Balances cost	NR	Comment	Comment	Comment
Number 19	No	Don't know	NR	NR	NR	NR
Number 20	No	None	NR	NR	NR	Comment
Number 21	No	Not noticeable	Trace	Comment	NR	NR
Number 22	No	$327	NR	Extended comments	Extended comments	Extended comments
Number 23	No	NR	NR	NR	NR	NR
Number 24	DID NOT RETURN QUESTIONNAIRE					
Number 25	No	Don't know	NR	Comment	Not involved	Comment
Number 26	DID NOT RETURN QUESTIONNAIRE					
Number 27	NR	NR	NR	NR	NR	Rarely have mig
Number 28	No	$9,000 total	NR	Comment	Comment	NR

Note: NR means No Response